

LEGIS

STATEMENTS ON FEDERAL AID
TO TELEVISION

by

THE TWO PRESIDENTIAL CANDIDATES

THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

COPY

U. S. Senator . . . JOHN F. KENNEDY

October 14, 1960

Mr. William G. Harley, President
National Association of Educational Broadcasters
Dupont Circle Building
Washington, D. C.

Dear Mr. Harley:

It is a pleasure to extend greetings and good wishes to the 36th Convention of the National Association of Educational Broadcasters.

You are meeting at a time when American leadership is challenged as never before in its history; at a time when our well-being as a nation is in jeopardy. If we are to defend ourselves effectively in a world of international tension and move ahead, we must rely no less upon the strength of our educational system than upon the strength of our military establishment. Jefferson attached the utmost importance to "the diffusion of knowledge among the people. No other sure foundation can be devised." he said, "for the preservation of freedom and happiness." The issue of education is clearly bound up with our national stature; one cannot and has not through American history been achieved without the other.

Today our schools and colleges face a crisis of appalling proportions in terms of deficits in dollars, teachers, classrooms and services. American progress and even our national survival is directly dependent on what we as a nation do now about the shameful weaknesses and deficiencies of our educational system.

We must seize all means at hand to help education cope with these dire shortages and improve both the quality and quantity of educational opportunities available to our citizens at all levels, both in and out of school.

Television, a device which has the potential to teach more things to more people in less time than anything yet devised, seems a providential instrument to come to education's aid. Educational television has already proved that it can be a valuable supplement to formal education and a direct medium for non-formal education.

Despite the heroic efforts of people such as yourselves to establish educational television stations across the country, only a small part of the total potential has been achieved. To date, only 50 of the 256 channels reserved for education have been activated and two-thirds of the population still has no access to educational television service. This is not for lack of zeal or interest on the part of educators or state or local officials, but, primarily, for lack of funds for the initial capital investment required for construction of stations.

Since education is a matter of national concern, the Federal Government should assist in expediting and accelerating the use of television, as a tested aid to education in the schools and colleges of the nation and as a means of meeting the needs of adult education. A useful start has already been made in this direction by the Government through the National Defense Education Act; more should be done to assist the development of educational television for the benefit of all our people. I pledge you that I will back actively suitable legislation aimed at this objective in the next session of the Congress and will urge its support by my Democratic colleagues.

Finally, I should like to congratulate the National Association of Educational Broadcasters, for its distinguished accomplishments to date and wish it continued success in seeking to project the electronic media into the full usefulness of which they are capable in the service of American education and the welfare of our country.

Sincerely,

(signed)

John F. Kennedy

COPY

OFFICE OF THE VICE PRESIDENT
WASHINGTON, D.C.

October 10, 1960

It is a great pleasure to extend greetings to the National Association of Educational Broadcasters upon the occasion of its 36th convention and to wish you a fruitful outcome in your deliberations. Those of you who are actively working in the field of educational radio and television bear a grave responsibility. This Nation must improve and make the fullest use of all educational means at its disposal in order to adjust the institutions and methods of democracy to the demands of a speeding world. In this regard, the leaders in educational broadcasting have a great opportunity as well as an obligation.

The headlines almost daily remind us of the challenges which our children and our children's children face in the years ahead. To meet these challenges the continued strengthening of our educational system is of crucial importance. We now have in this country the resources and the technical means of granting to every citizen of our country his birthright -- the right to adequate education. All tested means of aiding and improving instruction must be given support and encouragement. We must also be ingenious in using radio and television. They are proved instructional tools which have an immense potential for the benefit of American education and the welfare of our country.

In the program of education that I recently announced, I stressed the fact that education is a matter of vital public concern, and that the Federal Government has an obligation to encourage and assist public and private efforts to improve the quality and scope of education at all levels.

The importance of radio and television as educational tools has been recognized in a variety of ways. These include the assignment of FM and TV frequencies for educational use, the inclusion in the Office of Education's Cooperative Research Program of projects related to television instruction and the research program in new educational media authorized by Title VII of the National Defense Education Act.

In this latter respect, as you well know, the U.S. Office of Education has developed a program designed to assist and foster needed research to provide a sound basis for the orderly and effective development of television as a tool of education.

I pledge my cooperation in the development of a national educational television policy to help realize the goal of the fullest possible educational opportunity for every American. This policy should have set forth the basic objectives of the Nation in the field of educational television and it should define respective roles of the Federal and other levels of government, broadcasters, educational institutions and

others concerned. Within its assigned role Federal assistance in the stimulation of the use of television as an aid to education will have my sympathy and support.

Also, as I have indicated in my Education Program, I have pledged my support to a continuing program of Federal assistance in strengthening education at all levels without interfering with private and local control of our educational system.

And now, may I congratulate the National Association of Educational Broadcasters on its 35 years of service to American Education and wish it success both in its convention and in its continuing work of promoting educational, cultural and public service broadcasting.

Sincerely,

(signed)

Richard Nixon

Mr. William G. Harley
Chairman of the Board
National Association of
Educational Broadcasters
1346 Connecticut Avenue,
Washington, D.C.

The National Association of Educational Broadcasters
1346 Connecticut Avenue, N.W.
Washington 6, D.C.

Phone: North 7-6000

NATIONAL ASSOCIATION OF
EDUCATIONAL BROADCASTERS
1346 CONNECTICUT AVE., N. W.
WASHINGTON 6, D. C.

87TH CONGRESS
1ST SESSION

H. R. 965

IN THE HOUSE OF REPRESENTATIVES

JANUARY 3, 1961

Mr. HARRIS introduced the following bill; which was referred to the Committee on Interstate and Foreign Commerce

A BILL

To expedite the utilization of television transmission facilities in our public schools and colleges, and in adult training programs.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*
3 That there is hereby authorized to be appropriated such
4 amounts as may be necessary to assist the States and certain
5 organizations therein to establish or improve television broad-
6 casting for educational purposes, in accordance with the pro-
7 visions of this Act, by providing for the establishment and
8 improvement of television broadcasting facilities.

9 SEC. 2. Any agency or officer, or organization in a State,
10 described in clause (b) (2) of this section, which is establish-

1 ing or improving television broadcasting facilities, may re-
2 ceive a grant as authorized in this Act to cover the cost of
3 such establishment or improvements by—

4 (a) making application therefor in such form as is
5 prescribed by the United States Commissioner of Edu-
6 cation; and

7 (b) providing assurance satisfactory to the Com-
8 missioner of Education—

9 (1) that the necessary funds to operate and
10 maintain such facilities will be available;

11 (2) that the operation of such facilities will be
12 under the control of (a) the agency or officer
13 primarily responsible for the State supervision of
14 public elementary and secondary schools, (b) a
15 nonprofit foundation, corporation, or association or-
16 ganized primarily to engage in or encourage educa-
17 tional television broadcasting, (c) a duly consti-
18 tuted State educational television commission, or
19 (d) a State controlled college or university; and

20 (3) that such facilities will be used only for
21 educational purposes.

22 SEC. 3. Upon determining that an agency or officer or
23 an organization has satisfied the requirements of section 2 of
24 this Act, the Commissioner of Education is authorized to
25 make a grant to such agency, officer, or organization in such

1 amount as is determined by the Commissioner to be reason-
2 able and necessary to cover the cost of such establishment or
3 improvement of facilities. An agency or officer or an organi-
4 zation may receive one or more grants under the provisions
5 of this Act, but the total amount of such grants for television
6 broadcasting facilities in any State shall not exceed
7 \$1,000,000. Such grants shall be made out of funds appro-
8 priated for the purposes of this Act, and may be made in
9 such installments as the Commissioner deems appropriate.

10 SEC. 4. As used in this Act the term "establishing or im-
11 proving television broadcasting facilities" means the acqui-
12 sition and installation of transmission apparatus necessary for
13 television (including closed-circuit television) broadcasting,
14 and does not include the construction or repair of structures
15 to house such apparatus, and the term "State" means the
16 several States and the District of Columbia.

17 SEC. 5. The Federal Communications Commission is au-
18 thorized to provide such assistance in carrying out the pro-
19 visions of this Act as may be requested by the Commissioner
20 of Education.

21 SEC. 6. Nothing in this Act shall be deemed (a) to give
22 the Commissioner of Education any control over television
23 broadcasting, or (b) to amend any provision of, or require-
24 ment under, the Federal Communications Act.

25 SEC. 7. No application for any grant under this Act

1 may be accepted by the Commissioner of Education after the
 2 day which is five years after the date of enactment of this
 3 Act.

8TH CONGRESS
 1ST Session

H. R. 965

A BILL

To expedite the utilization of television transmission facilities in our public schools and colleges, and in adult training programs.

By Mr. HARRIS

JANUARY 3, 1961

Referred to the Committee on Interstate and Foreign
 Commerce

NATIONAL ASSOCIATION OF
EDUCATIONAL BROADCASTERS

1346 CONNECTICUT AVE., N. W.
WASHINGTON 6, D. C.

87TH CONGRESS
1ST SESSION

H. R. 645

IN THE HOUSE OF REPRESENTATIVES

JANUARY 3, 1961

Mr. Boggs introduced the following bill; which was referred to the Committee on Interstate and Foreign Commerce

A BILL

To amend the Communications Act of 1934 to assist in the establishment and improvement of certain television broadcasting facilities.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 That title III of the Communications Act of 1934 is amended
4 by adding at the end thereof the following new part:

5 “PART III—ESTABLISHMENT AND IMPROVEMENT OF
6 TELEVISION BROADCASTING FACILITIES

7 “SEC. 381. Any State agency or officer, or organization
8 in a State, described in clause (b) (2) of this section, which
9 is establishing or improving television broadcasting facilities,

1 may receive a grant as authorized in this part to cover the
2 cost of such establishment or improvement by—

3 “(a) making application therefor in such form as
4 is prescribed by the Commissioner; and

5 “(b) providing assurance satisfactory to the Com-
6 missioner—

7 “(1) that the necessary funds to operate and
8 maintain such facilities will be available;

9 “(2) that the operation of such facilities will
10 be under the control of (a) the State agency or
11 officer primarily responsible for the State super-
12 vision of public elementary and secondary schools,
13 (b) a non-profit foundation, corporation, or associ-
14 ation organized primarily to engage in or encourage
15 educational television broadcasting, (c) a duly con-
16 stituted State educational television commission, or
17 (d) a State controlled college or university; and

18 “(3) that such facilities will be used only for
19 educational purposes.

20 “SEC. 382. Upon determining that a State agency or
21 officer or an organization has satisfied the requirements of
22 section 381 of this part, the Commissioner is authorized to
23 make a grant to such agency, officer, or organization in such •

1 amount as is determined by the Commissioner to be reason-
2 able and necessary to cover the cost of such establishment
3 or improvement of facilities. A State agency or officer or
4 an organization may receive one or more grants under the
5 provisions of this part, but the total amount of such grants
6 for television broadcasting facilities in any State shall not
7 exceed \$1,000,000. Such grants shall be made out of funds
8 appropriated for the purposes of this part, and may be made
9 in such installments as the Commissioner deems appropriate.

10 "SEC. 383. As used in this part the term 'establishing
11 or improving television broadcasting facilities' means the
12 acquisition and installation of apparatus necessary for tele-
13 vision (including closed circuit television) broadcasting or
14 the improvement of television broadcasting, and does not in-
15 clude the construction or repair of structures to house such
16 apparatus, the term 'Commissioner' means the Commissioner
17 of Education of the United States, and the term 'State'
18 means the several States, the District of Columbia, and the
19 Territories of Alaska and Hawaii.

20 "SEC. 384. The Commission is authorized to provide
21 such assistance in carrying out the provisions of this part
22 as may be requested by the Commissioner.

23 "SEC. 385. Nothing in this part shall be deemed to give

1 the Commissioner any control over television broadcasting.
 2 "SEC. 386. There are hereby authorized to be appro-
 3 priated such amounts as may be necessary to assist the
 4 States and certain organizations therein as provided in this
 5 part."

57TH CONGRESS
 1ST Session

H. R. 645

A BILL

To amend the Communications Act of 1934 to
 assist in the establishment and improvement
 of certain television broadcasting facilities.

By Mr. Boggs

JANUARY 3, 1961

Referred to the Committee on Interstate and Foreign
 Commerce

ANALYSIS OF ETV LEGISLATION PROPOSED IN THE 87th CONGRESS AS OF JANUARY 18, 1961

All bills listed propose aid to the 50 States and D.C. for the acquisition and installation of educational TV transmission facilities, including closed circuit TV but not including buildings. All bills require assurance that funds will be available for operation and maintenance and provide that grants may be made to the agency or officer responsible for the State supervision of public elementary and secondary schools, to a nonprofit ETV organization, to a State ETV commission, or to a State college or university; the wording differs somewhat, and significant differences in meaning are noted below.

Bill number and sponsor	Amends Communications Act of 1934	Bill to be administered by	FCC is to assist, on request of administrator-officer	Aid to Puerto Rico State facilities included	Maximum per State facilities survey	Matching funds (50-50) for ETV required already existing	Allowance for ETV facilities	Time limit(s)
S. 205 Magnuson(D., Wash.) Schoepfel(R., Kans.) Metcalf(D., Mont.) Cooper(R., Ky.)	--	Commissioner of Education	X	--	\$1,000,000	--	--	5 years
H.R. 965 Harris (D., Ark.)	--	Commissioner of Education	X	--	\$1,000,000	--	--	5 years
H.R. 645 Boegs (D. La.)	X	Commissioner of Education	--	--	\$1,000,000	--	--	--
H.R. 132 Roberts(D., Ala.)	X	Secretary of Health, Education, and Welfare	X	X	\$1,000,000	\$10,000	X	25% of cost of existing facilities but not to exceed 75% within three years of new project plan.
Other provisions of H.R. 132:								

State survey and plan to be made and submitted by State ETV agency (which may be an existing State agency or institution authorized by the State Legislature or Governor, as is appropriate in that State). Applications for grants are to be submitted through the State ETV agency, and it shall indicate priorities if total requests exceed maximum. Educational agencies of political subdivisions of State included among those eligible for grants. College and universities eligible defined as those receiving all or part of their support from public revenues. Transmission facilities defined in some detail, and video recording equipment specifically included.

The Greater Washington Educational Television Association, Inc.

RALEIGH HOTEL

District 7-5271-2

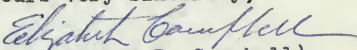
WASHINGTON 4, D. C.
February 17, 1961

Mr. William G. Harley
Suite 1119, DuPont Circle Office Building
1346 Connecticut Avenue, N. W.
Washington 6, D. C.

My dear Mr. Harley:

Thank you for sending me a copy of the Magnuson bill and for suggesting that we might like to present a statement from the Greater Washington Educational Television Association in support of S.205. We have been requested to appear on March 2 to express again the interest of our organization in this legislation. If you have any suggestions as to points which should be included in our testimony we would be happy to receive them.

Yours very sincerely,


(Mrs. Edmund D. Campbell)
President, GWETA, Inc.

The AMERICAN COTTON MANUFACTURERS INSTITUTE, INC.

CHARLOTTE-WASHINGTON-CLEMSON-NEW YORK



SUITE 504
1145 NINETEENTH STREET, N.W.
WASHINGTON 6, D. C.

February 15, 1961

Mr. William G. Harley
National Association of Educational Broadcasters
Suite 1119
DuPont Circle Office Building
1346 Connecticut Avenue, N. W.
Washington 6, D. C.

Dear Mr. Harley:

I wish to acknowledge receipt of your letter of February 13, and to let you know that this afternoon the Board of Education took formal action recommending to the Commissioners of the District of Columbia support of S. 205.

It has not been indicated yet whether or not the Board of Education will make a formal appearance at the hearings on March 1 and 2.

I am not aware of the Board having been invited by the Committee to express itself, and unless there is such a request, it would be my impression that the Board will take no further action beyond that which it did this afternoon.

I wish to thank you for sending me a copy of the bill.

Sincerely yours,

Rowland F. Kirks
General Counsel

February 27, 1961

Mr. Nicholas Zapple
Senate Interstate and Foreign Commerce Committee
New Senate Office Building
Washington 25, D. C.

Dear Nick:

Here is the tentative lineup of witnesses who will testify
at the hearings on S205, March 1 and 2.

Wednesday, March 1

1. Senator Lee Metcalf
2. John Schwarzwald, Manager, KTCA-TV, St. Paul-Minneapolis
3. ^{James} Thomas Aubrey, President of CBS-Television
5. Charles Boehm, State Superintendent of Schools, Pennsylvania
4. Erling Jorgenson, Director, Montana ETV Project
6. Mrs. Robert Hornung, President Greater Cleveland Television Education Association
7. George Brain, Superintendent, Baltimore City Schools
8. Loren Stone, Manager, KCTS-TV, Seattle, Washington

Thursday, March 2

9. John Burns, President, RCA
10. Mrs. Edmund Campbell, President, Greater Washington Educational Television Association
11. Frederick Ford, Chairman, Federal Communications Commission

February 27, 1961

12. Bernard Everett, Assistant Superintendent of
Schools, Newton, Mass.
13. Joe Baudino, Vice President, Westinghouse Broadcasting
Co., Inc.
14. Alice Bell, Legislative Liason, American Association
of University Women
15. Mort Zimmerman, President, Electron Corporation

Sincerely yours,

William G. Harley

WGH:mem

2/28/61

RE: Magnuson Bill Hearings

Location: Senate Interstate and Foreign Commerce Committee
Hearing Room
5110 New Senate Office Building

Time: March 1 - 10:00 am
March 2 - 10:00 am

Members of Sub-committee on Power and Communications

Pastore: Chairman Rhode Island

Monroney - Oklahoma

Thurman - South Carolina

Yarborough - Texas

McGee - Wyoming

Hartke - Michigan

Case , New Jersey

Cotton - New Hampshire

Scott , Pennsylvania

TO Harley:
Bill - check for \$350
sent arrived at
noon 2/24/61
JHS

RECEIVED
Feb 23 1961
FEB 24 1961
7:8/9/10/11/12/1/2/3/4/5/6 PM

C
O
P
Y

Bill Harley, Pres.
NAEB
Washington, D. C.

Dear Bill:

With reference to my trip to Washington to testify before the Magnuson Committee on the ETV bill, March 1 and 2, would you ask Harold Hill to provide me with an advance of funds?

Jet coach fare is \$288.60, so with hotel, meals and ground transportation I can use somewhere in the neighborhood of \$350.

Incidentally I have made hotel reservations at the Dupont Plaza.

Let me know where and at what hour I am scheduled to appear before the committee. I will arrive mid-evening March 1.

I'll send a copy of this to Hill, since you'll be enroute to Salt Lake and I'll need the funds by Monday the 27th to pick up my ticket on my return from Salt Lake.

Best regards,


Loren B. Stone

cc: Harold Hill, Urbana

February 20, 1961

Mr. George Brain
Superintendent
Baltimore City Schools
Towson, Maryland

Dear Mr. Brain:

As I indicated in our phone conversation, we have been asked to suggest witnesses to appear in connection with hearings on March 1 and 2 before the Senate Interstate and Foreign Commerce Committee on Bill S205, introduced by Senator Magnuson

As one who can testify from personal experience as to ~~the difference between communities which have and do not have the benefits of educational television~~, you can make a unique and important contribution to these hearings.

It is my understanding that you will be available to testify the afternoon of March 1. The hearings will be held in the Interstate and Foreign Commerce Committee Hearing Room in Room 5110, New Senate Office Building.

In enclose a copy of the bill for your reference. If you have questions or we can help in any way, please feel free to call.

Sincerely yours,

William G. Harley

WGH:mem

Enclosure

P. S. If you wish to file written testimony, the Committee requires the submission of 50 copies.

W. G. H.

The efforts of your community have made to activate a channel - efforts which have been making you can make an important contribution to these hearings.

in addition to your oral presentation,

21 February 1961

Mrs. Robert Hornung,
2240 Elandon Drive,
Cleveland Heights, 6,
Ohio.

Dear Mrs. Hornung:

As I indicated in our phone conversation, we have been asked to suggest witnesses to appear in connection with hearings on March 1 and 2 before the Senate Interstate and Foreign Commerce Committee on Bill S205, introduced by Senator Magnuson.

As one who can testify from personal experience as to the efforts your community has made to activate a channel - efforts which have been unavailing for lack of funds but not for lack of zeal - you can make an important contribution to these hearings.

It is my understanding that you will be available to testify the afternoon of March 1. The hearings will be held in the Interstate and Foreign Commerce Committee Hearing Room in Room 5110, New Senate Office Building.

If you wish, in addition to your oral presentation, to file written testimony, the Committee requires the submission of 50 copies.

I enclose a copy of the bill for your reference. If you have questions or we can help in any way, please feel free to call.

Sincerely yours,

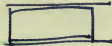
William G. Harley

WGH:jph
Enclosure

1 million
1 million

March 1-2

60



Loren
Cannon Strain
can write

Feb 17, 1961

Office of Ed Committee

Bix State Network

STapeha Lodge City

Kansas

Loren Jones

sen. chr. legislation

Duluth

Duluth

Duluth

Mr. 14

Mr.

George Beck

Principal Central

H.S.

Duluth

TurnPort Area ETU

Association.

Wa

Kansas State

"McCain"

Pres. Kansas

State

Fawcett

Pres. U. of Wash.

Richard

Odegard

Dickey

Cooper Ky.

ACB.

ACE

Already, Inc Gannon

Frank Stanton ✓

Humphrey

Richmond - main

Nashville - main

Darluk

Six State Network

Logeson

✓ Kansas

Schaefer

✓ Fawcett

Teller

Teller

Dr. Killian

- call Hartford

Boston School Complex

Bernie Everett

New England School Broadcast Council

with Jack

Glenn Seaborg

Logan Wilson

- ~~Assoc.~~ Pres. ACE

McRoy Collins

Committee ?

Public

Schenckan

Logan Wilson

✓ Schwanwalder

✓ Gunn

✓ Hurlbert

Stone

Washington

KEI

Here for 15 or for 1-2 or both?

2/28/61

RE: Magnuson Bill Hearings

Location: Senate Interstate and Foreign Commerce Committee
Hearing Room
5110 New Senate Office Building

Time: March 1 - 10:00 am
March 2 - 10:00 am

Members of Sub-committee on Power and Communications

Pastore: Chairman Rhode Island

Monroney - Oklahoma

Thurman - South Carolina

Yarborough - Texas

McGee - Wyoming

Hartke - Michigan

Case , New Jersey

Cotton - New Hampshire

Scott , Pennsylvania

Dear -----:

? March, 1961

~~Indicating that my own meeting that in it does not do it in it not this~~

As you know, the Subcommittee on Communications and Power of the House Interstate and Foreign Commerce Committee has been conducting hearings ~~on~~ in connection with the consideration of legislation to provide Federal aid to educational television.

Public testimony has been concluded and ~~the~~ it is expected that the committee will be considering this legislation in the near future. Mr. (NAME OF CONGRESSMAN) of (NAME OF TOWN AND STATE) is a member of the House Interstate and Foreign Commerce Committee, and I thought, if you have not already done so, that you might like to convey your views regarding this legislation to him.

Sincerely,
 heh

Alternate letter

Dear -----:

COPY FIRST PARAGRAPH OF ABOVE

COPY FIRST SENTENCE OF SECOND PARAGRAPH ABOVE, THEN: Mr. (NAME OF CONGRESSMAN) of (NAME OF TOWN AND STATE - OR COUNTY OF WHATEVER) is a member of the House Interstate and Foreign Commerce Committee. While we don't have any NAEB members in that area, I thought you might have a friend there who, if he has ~~not~~ already done so, might like to convey his views regarding this legislation ~~at~~ (NAME OF CONGRESSMAN). Or, failing that, perhaps you, yourself, would like to do so. ~~Angus~~

Sincerely,
 heh

John Bell Williams, Raymond, Mississippi
Includes all of Yazoo County, Western borders of Mississippi River.
Counties of Hinds, Copiah, Lincoln and Walthall

Alternate
Thoms, B. Meelin, Jr. (APR 1)

Kenneth A. Roberts, Anniston, Alabama
Counties: St. Clair, Calhoun, Talladega, Clay, Coosa, Elmore, Autauga, Dallas

Alternate
Raymond Hurlbert A10. ETU.

Peter F. Mack, Jr. Carlinville, Illinois
Central part of State. Counties: Sangamon, Cumberland, Effingham, Edgar, Crawford, Jasper, Clark, Christian, Shelby, Macoupin

Alternate
Frank Schooley W11C

Morgan M. Moulder. Camdenton, Mo.
Center of Missouri between St. Louis and Kansas City

Alternate - Neal Balanoff (Stephens.)

Harley O. Staggers. Kyser, W. Va.
Includes Eastern panhandle. As far west as the Northern Panhandle

No

Walter Rogers Pampa, Texas
Northernmost panhandle. South almost to Plainview.

Alternate P. Merrill Larson (Texas Tech - Assoc.)

Samuel N. Friedel Baltimore, Md.
One third of Baltimore. Crescent around the city.

Lynn Poole (Salem Hopkins - Assoc.)

John J. Flynt, Jr. Griffin, Georgia
Area Southwest of Atlanta and goes to Alabama state line and stops north of Columbus. 15 Counties

Alternate Bill William L. Bowden (APR 1)

Torbert H. Macdonald Malden, Mass
8th District. Cities included are:: Everett, Lynnfield, Malden, Medford, Melrose, N. Reading, Reading, Saugus, Somerville, Stoneham, Wakefield. They are in the northeastern part of the state.

Alternate H. Wyman Holmes, Jr (APR 1)

John Jarman Oklahoma City, Oklahoma
Central part of state. Counties: Canadian, Oklahoma, Cleveland, McClain and Garvin

John Dunn (OK10 ETU)

5-13 5640

CA4-3121

home town -
geo. limits -
of his Dist.

CONGRESS OF THE UNITED STATES
HOUSE OF REPRESENTATIVES

COMMITTEE ON
INTERSTATE AND FOREIGN COMMERCE
ROOM 1334, HOUSE OFFICE BUILDING
WASHINGTON, D.C.

Eighty-Sixth Congress

Oren Harris, Ark., Chairman ✓

✓ John Bell Williams, Miss.

John B. Bennett, Mich.

✓ Peter F. Mack, Jr., Ill.

William L. Springer, Ill.

✓ Kenneth A. Roberts, Ala.

Paul F. Schenck, Ohio

✓ Morgan M. Moulder, Mo.* 1/ 4671

J. Arthur Younger, Calif.*

✓ Harley O. Staggers, W.Va. 4331

William H. Avery, Kans.*

✓ Walter Rogers, Tex.* 3706

Harold R. Collier, Ill.

✓ Samuel N. Friedel, Md. 4741

Milton W. Glenn, N.J.

✓ John J. Flynt, Jr., Ga.* 4501

Samuel L. Devine, Ohio

✓ Torbert H. Macdonald, Mass. 2836

✓ Ancher Nelsen, Minn.

✓ George M. Rhodes, Pa. 5546

✓ Hastings Keith, Mass.

✓ John Jarman, Okla. 2131

✓ Willard S. Curtin, Pa.

✓ Leo W. O'Brien, N.Y. 4861

✓ Abner W. Sibal, Conn.*

✓ John E. Moss, Calif.* 2961

✓ Vernon W. Thomson, Wisc.

✓ John D. Dingell, Mich. 4071

✓ Joe M. Kilgore, Tex. 2531

✓ Paul G. Rogers, Fla. 3001

✓ Robert W. Hemphill, S.C.

✓ Dan Rostenkowski, Ill.*

✓ James C. Healey, N.Y.

W. E. Williamson, Clerk

* Subcommittee on Communications and Power
1/Chairman of Subcommittee

*This is
part of
balance to
come this afternoon*

CA4-3121

*home town
geo. limits
of Dist.*

CONGRESS OF THE UNITED STATES
HOUSE OF REPRESENTATIVES

COMMITTEE ON
INTERSTATE AND FOREIGN COMMERCE
ROOM 1334, HOUSE OFFICE BUILDING
WASHINGTON, D.C.

Eighty-Sixth Congress

✓ Oren Harris, Ark., Chairman

3772

John Bell Williams, Miss.

✓ John B. Bennett, Mich. 3906

Peter F. Mack, Jr., Ill.

✓ William L. Springer, Ill. 2371

Kenneth A. Roberts, Ala.

✓ Paul F. Schenck, Ohio 5836

Morgan M. Moulder, Mo.* 1/

✓ J. Arthur Younger, Calif.* 5411

Harley O. Staggers, W.Va.

✓ William H. Avery, Kans.* 5901

Walter Rogers, Tex.*

✓ Harold R. Collier, Ill. 4561

Samuel N. Friedel, Md.

✓ Milton W. Glenn, N.J. 5531

John J. Flynt, Jr., Ga.*

✓ Samuel L. Devine, Ohio 5355

Torbert H. Macdonald, Mass.

✓ Ancher Nelsen, Minn. 2472

✓ George M. Rhodes, Pa. 5546

✓ Hastings Keith, Mass. 3111

John Jarman, Okla.

✓ Willard S. Curfin, Pa. 4276

✓ Leo W. O'Brien, N.Y. 4861

✓ Abner W. Sibal, Conn.* 2231

✓ John E. Moss, Calif.* 2961

✓ Vernon W. Thomson, Wisc. 5506

✓ John D. Dingell, Mich. 4071

✓ Joe M. Kilgore, Tex. 2531

✓ Paul G. Rogers, Fla. 3001

✓ Robert W. Hemphill, S.C. 5501

✓ Dan Rostenkowski, Ill.* 4061

✓ James C. Healey, N.Y. 5401

W. E. Williamson, Clerk

Committee on Interstate & Foreign Commerce
Room 1334, H.O. B.

- Bennett (Ononagan, ^{County} Michigan) [Northern Michigan]
Marquette, Ironwood, ^{Armand Hunter} Houghton, ^{WASH} Alternate
- Springer (Champaign) [Central Illinois]
Champaign, Coles, De Witt, Douglas
Logan, Maize, Piatt) ^{Frank Schooley} WILL
- Schenck (Dayton, Ohio)
Middletown & Butler ^{George Berszek}
Dayton Hamilton & Middletown ^{Assoc. Member}
- Younger (San Mateo)
(San Mateo) Redwood City, ^{Robert Miner}
^{Calif} ^{Amper}
- Avery (Wakefield, Kansas) Northeast Kansas
Topeka, Leavenworth, Acheson
Manhattan ^{Jack Burke KSAC}
- Collier (Burrwin, Illinois) ^{Berwyn} ^{Alternate}
^{advised Partridge} ^{Assoc Member}
^{Calif} ^{of I Chi}
3 Chicago Woods 30th 36th 37th
Oak Park, River Forest, Burrwin
Proviso Township, Riverside
- Glenn (Margate City - Atlantic City)
Atlantic City area ^{Alternate}
^{A. Paul Klose} ^{WASH}

Devine (Columbus, Ohio) 12th District.
Franklin, County (Columbus)
Richard Hull
Dick WOSU

Nelson (Hutchinson, Minn)
South St. Paul & Minneapolis.
John Schwarzwaldor
KTCA

Sibal (Norwalk)
Fairfield, Stamford, Greenwich
Bridgeport
Alternate Charles G. Mixer III
WRTC

Thomson (Richland Center)
10 counties La Crosse
Baradoo
H. B. McCarty
Mac
Alternate WBB

Curtin (Morrisville, Pa.) 5th County
Bucks County & Lehigh County
- Bristol, Doylestown, Trevittown
Allentown,
Alternate Martha Goble (Phil. P.S.)
Martie

Keith (West Bridgewater)
New Bedford area
Alternate Hortford Gunn WGBH

Rhodes (Bucks County)
Reading, Pa.
Alternate Richard Bordick WHYY
Dick

O'Brien Albany, New York
Albany County - Troy, Castleton
Al
Alfred P. Frodo He
WHMC

Moss (Sacramento)
6 Counties Glenn, Sutter, Yuba Counties

John Crabbe KUIE

Dingell Detroit

Tom Weber
WTUS

Kilgore (~~Mc Allen~~) Laredo
~~La Rado~~, Texas

Al Hertenstein - Robert Schunkken
Bob U of Tex

Rogers (West Palm Beach) - middle area
Does not include Miami)

Mr. Howell L. Watkins
Supt. of Schools
School Administration Bldg
West Palm Beach, Calif.

Memphill (Chester, S.C.)

Alternate
Mrs. Alice H. Wynona WUSC-FM

Rostenkowski Chicago - Northwest side 5th district

Alternate - Clifford G. Erickson, City School
Cliff

Healey New York City - Bronx - Southwest Bronx

Alternate Seymour Siegel
Sy

Harris (El Dorado, Ark.)
(Chr.) Texarkana 12 counties

No

*Pres.
memo*

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

1346 Connecticut Avenue
Washington 6, D. C.

Memorandum To: ETV Station Managers
From: W. G. Harley
Date: March 20, 1961

In response to questions growing out of the proceedings in connection with WHYI's application for Channel 12, Wilmington, Delaware, the NAEB Board, at its meeting in Milwaukee, March 15, approved this motion:

The NAEB Board accepts with approval the following statement, recommended by its President, and directs that it be communicated to the ETV community:

1. NAEB hereby reaffirms its position in reference to the importance of the new media; its recognition of the Association's leadership responsibility in securing for education access to adequate spectrum space; and its pledge to assist with whatever resources it can bring to bear in helping to secure such facilities to meet educational needs.
2. NAEB places itself on record as firmly supporting WHYI in its application to secure Channel 12 for educational use and offers, if such assistance is deemed useful by WHYI counsel, to testify as a public witness in the instant proceeding.
3. As a general policy, NAEB takes the position that in any competition for channels between commercial and non-commercial applicants, the public interest is better served by awarding the facility to the educational interest. To that end, wherever feasible, NAEB will support the educational application. In cases where more than one educational interest is involved, NAEB will avoid involvement in behalf of one or another of the educational applican

4. In any future case involving an educational applicant in which the firm of NAEB's general legal counsel might participate in behalf of a commercial client, NAEB will, upon request, retain special counsel to assist the counsel of the educational applicant.

The Board took note of the requests of the ETV managers meeting in Milwaukee and in reply stated:

1. It will be pleased to arrange for an annual meeting of the ETV managers and the NAEB TV Board. Arrangements will be made for such a session each year in connection with the NAEB convention. In addition, if such a meeting is deemed advisable this year in connection with the IERT, such arrangements can be made.

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

1346 Connecticut Avenue, N.W.
Washington 6, D. C.

Memorandum to: News Directors of all NAEB Radio and Television Stations

From: NAEB National Office, Washington

Date: March 21, 1961

You recently received, or should have received, an invitation from the State Department regarding a Foreign Policy Briefing Conference for radio and television news editors throughout the country. This is to add a few words of detail since many of you expressed a desire to know more about it.

In a conversation with State Department officials this morning we learned the following:

The Foreign Policy Briefing Conference is a totally new idea. It is an attempt to provide an opportunity for news directors throughout the country to hear and become acquainted with and to exchange ideas with the top policy makers in the country. The purpose of the Conference is to provide better understanding, in both directions, between the Administration and yourselves.

The Conference host is Secretary of State Dean Rusk. Others who will participate include the President, who will, perforce, be there only briefly, top State Department officials (only Chester Bowles, as of this writing, has not been able to clear the time yet) Allan Dulles, Edward R. Murrow, and a number of other key officials in other federal agencies. There will be many opportunities for questions and answers.

This is the first time broadcasters have been recognized in quite this way. Invited, besides yourselves, are news editors and some public affairs personnel of commercial stations in the nation, and key news and public service people from the networks.

Newspaper and other press editors will be invited to a similar conference April 24 and 25. It is not without significance that the first conference is for broadcasters, nor was it in any way a coincidence. The State Department intended for this to indicate its recognition of the importance of the broadcast media in presentation of news and information.

The Conference will be held April 3 and 4 in the New State Department Building Auditorium.

Finally, and most important, the State Department will appreciate your earliest answer if you plan to come. They need this information in order to make proper plans and in order to send you who are coming further details on the Conference, on hotel arrangements and so forth. Please address your replies soonest, therefore, to Mr. Roger Tubby, Department of State, Washington 25, D. C.

LEG-15

STATEMENT BY:

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

The Subcommittee on Communications and Power of the House
of Representatives, March 23, 1961

The National Association of Educational Broadcasters re-affirms its previous statements in support of educational television legislation and the testimony of its president, William G. Harley, before this Committee of the Eighty-Sixth Congress.

The need for the provisions of this legislation has become more acute since it was last considered, and in further support of this proposed legislation the Association herewith re-emphasizes certain statements and presents additional information for the consideration of the Committee.

The crisis confronting education in this country regarding the lack of facilities and teachers to cope with ever mounting enrollments has been too well documented to need repeating here. By increasing the productivity of good teachers, and making adjustments possible in teacher loads and functions, educational television can greatly assist with this problem.

Educational television also provides a type of general public programming service which commercial television so far has not been able to offer in anything like adequate quantity or quality. Educational television makes the best minds of America's great educational institutions available to the whole country. It expands the public service potential of state and federal agencies. This sort of programming provides eloquent testimony of the social, educational and general public service responsibility of educational television as it is emerging in the United States.

The record of educational television's contributions to education at all levels is an impressive one. But it exists in all too few spots to provide the national assistance our educational effort requires now. Well over 50% of the people in this country live in areas not served by educational television. All but some 25 of the great universities of the United States have no television stations. All but some 200 of the 40,000 school systems of the nation are years away from access to this electronic miracle unless federal assistance is provided. Without federal support there may well be considerably fewer than 100 educational television stations in the nation for many years, while 150 to 175 other frequencies, allocated for education, lie fallow. With few exceptions, potential state, regional and national networks will remain unrealized dreams unless and until federal funds are made available. It is not necessary to remind this Committee how precarious is the position of the channels allocated for educational television. Commercial broadcasters, industry, the armed services, and others remind the Federal Communications Commission periodically of the 'unused resource' contained in these channels. This pressure is daily increasing as the competition for more room in the spectrum intensifies. This legislation, if approved, would give great impetus to educational station activation. In many states, the use of public funds to develop educational television stations has been delayed, or prevented, by the belief that, if state funds are to be used to support educational television, the service must be available to the entire state - not merely to those fortunate few who are within the service area of the university, or school system, or proposed organization seeking to launch it. Funds of the order proposed by the bill, though not sufficient to solve this problem fully, would break this deadlock, by making state systems, capable of service to

the majority of the population and the schools of the state, a more realizable objective.

In the past year, the educational forces in various localities have made progress in developing the use of television for education, and in organizing their limited resources and planning for further development. The NAEB has been conducting a continuous study of these efforts and of the multiplying needs which impel such efforts.

The NAEB study indicates that the passage of legislation lending assistance to educational television construction would immediately expedite this enormous amount of bogged-down development and create an additional surge toward complete and effective use of all the reserved channels.

The schools, colleges and communities in every state are ready and eager to make effective use of these resources for formal and informal education as soon as they can be financed. In the several states a variety of actions and forces have worked together to weigh the value of this medium to education generally and to pave the way for its use. Legislative action, administrative order, private philanthropy, and community cooperation have all contributed to the preparation that now awaits fulfillment through Congressional action.

Forty-five states have now actively participated in and supported the development of educational television, and twenty-five of them have formed State ETV Commissions by direction of their respective legislatures. In all of these states, in some degree or other, the public schools, the institutions of higher learning, and the communities have all been involved.

The roll call of the states follows:

Alabama - In 1953 Alabama established an ETV commission and appropriated a total of \$772,000 for a state network. It now has three ETV stations on the air and has spent approximately \$3,000,000 to date on this development. It has proven need of at least three more stations at the present time to provide for its basic service.

Arizona - This state has two ETV stations now on the air. The first station went on the air in 1959 at the University of Arizona, Tucson; and the second station went on the air in February of this year under the auspices of Arizona State College at Tempe. The transmitter is actually located in Phoenix and serves the entire surrounding community.

Arkansas - This state has been investigating possibilities of providing ETV to its people since 1958; the activities of the state committee established by the legislature in 1957 have been recently revived.

California - In 1952 the Governor appointed an advisory committee on ETV, and twice since then the legislature has taken action to encourage its development. This state now has ETV broadcasting stations at San Francisco and Sacramento, and two more planned at San Bernardino and San Diego. It also has several well-developed closed-circuit operations. But the demonstrated need for more broadcast stations grows every day. Its largest metropolitan areas are not being served.

Colorado - In 1956 the public school system of Denver put an ETV station on the air as a part of its general and adult education program. In 1960 the legislature passed an act to allow various school districts to operate television translator facilities. At least three more stations are needed now.

Connecticut - In 1958 the Legislative Council, acting on previous instructions of the legislature, recommended funds for experiment in ETV. Previously the General Assembly had appropriated \$150,000 for ETV programming.

Florida - The legislature first appropriated money for the investigation of ETV in 1953 and four years later established a permanent ETV commission and initially appropriated \$600,000 for the development and construction of a state network. In the meantime, the three large metropolitan areas of the state and the two state universities planned and constructed stations on the five available ETV channels. The costs of the university stations were derived from state sources, and the funds for the stations in Miami, Tampa, St. Petersburg, and Jacksonville came from cooperative public school funds, private philanthropy, public donations and special state grants. Three more much-needed stations are now being planned for the immediate future, but capital outlay financing is still a serious problem.

Georgia - ETV has been encouraged in Georgia since 1953, when funds were appropriated for a Continuing Education Center at the University of Georgia. In 1958 the Atlanta public schools put a station on the air and developed a program service for the schools that is now being widely shared. In 1960 the University of Georgia at Athens went on the air with a comprehensive ETV service. The State Board of Education has construction permits on channels at Waycross and Savannah, and one is being planned in the western part of the state at Columbus. If sufficient state funds had been available all of these stations would now be in operation; but even so this only touches the need for ETV in Georgia.

Illinois - The state legislature in 1955 authorized school boards to participate in ETV. In 1955 the State University at Urbana went on the air with its own ETV station, after winning a long court fight to use general funds. Southern Illinois University now has a construction permit for a station at Carbondale. Chicago has been operating a cooperative community ETV station since 1955, and now the program schedule demands the use of additional channels.

Iowa - The State University at Ames pioneered in the use of television for education, and in 1959 the Des Moines school system went on the air with its own station. The University, at Iowa City, has extensive plans, but is handicapped by the lack of funds.

Indiana - This state has constructed no ETV facilities yet, but in 1959 the legislature authorized public schools to use funds for the production of ETV programming. Production centers have been established at Purdue and Indiana Universities, and several public school systems are using ETV programs broadcast from commercial stations or coming across state lines from ETV stations in Louisville and Chicago.

Kansas - In 1959 the legislature appropriated \$25,000 for the study of a state ETV network plan. The study was made over a two-year period and a state plan has been recommended to the current legislature. It calls for the construction of six transmitters and three major production centers. The legislature is now trying to find funds to make a start on this urgently needed program. In the meantime the cities of Wichita, Topeka, and Kansas City have been experimenting with ETV in the classroom, with uniformly encouraging results.

Kentucky - The only station in the state is in Louisville where the public school system, with help from a foundation grant and commercial stations, operates a modest facility. This year the legislature directed its Research Committee to make a survey of the potential of ETV for Kentucky and the State Advisory Committee, appointed by the Lieutenant Governor, is currently developing a plan for a state ETV network.

Louisiana - This state has encouraged the development of ETV since 1952. In 1954 it created the Louisiana ETV Commission, and appropriated \$150,000 for facilities. The state has two ETV stations now operating, but definitely needs help for further development.

Maine - Originally established a state committee on ETV in 1955 and re-activated it by legislative act in 1957. Much study and planning have been accomplished, and now two ETV stations are planned for the near future and two additional reservations have been requested for later use. The only thing lacking here is sufficient capital funds.

Massachusetts - The legislature established a commission on ETV in 1952 and enlarged it in 1953 and provided funds for its work. Legislation was enacted to permit public schools to participate financially in ETV programming. In 1955 a cooperatively financed ETV station went on the air in Boston.

Michigan - This state is now conducting a study to devise a plan for a state-wide ETV service. The study is expected to be completed this year. At present ETV stations are on the air in Detroit and East Lansing, and stations are being planned in Mount Pleasant and Kalamazoo.

Minnesota - Minneapolis and St. Paul put a cooperative community ETV station on the air in 1957, and in 1959 the state approved \$100,000 toward constructing new and better facilities.

Montana - Received a grant of \$25,000 for a detailed study of a state plan for ETV. The study has just been completed and plans approved for a state network of transmitters and translators which will serve most of the people of Montana at a very economical cost. Funds are not now available to proceed, but the whole plan could be achieved with Federal assistance.

Nebraska - ETV has been encouraged here since 1953. The State University put its station on the air in 1954, and has since participated in extensive planning for the rest of the state. A state plan has been devised which will provide basic ETV service to most of the people in Nebraska, and an assignment of five more channels strategically located has been requested of the FCC.

New Hampshire - Here the legislature established an ETV Commission in 1953. Through its efforts a non-profit corporation was formed to provide financial support for the construction of a station. As a result, an ETV channel was activated at Durham in 1959. At present facilities are limited and further capital outlay needed.

New Jersey - This state did some fine pioneering in using television for education. In 1953 the legislature established a Commission for ETV and appropriated \$75,000 for experimental work. It has several closed-circuit operations, but has been unable to get on the air with a broadcast station.

New Mexico - This state has a very successful cooperative ETV

operation at Albuquerque which went on the air in 1958. It has a state plan for three more stations which will serve most of the people of New Mexico, but financing the original construction remains a problem.

New York - Since 1952 this state has made an effort to establish state-wide ETV, but has encountered great difficulty with finances. In 1954 the Board of Regents was empowered to charter non-profit groups to build and operate ETV stations. Three such regional groups have now been chartered in the state. There has been a great deal of planning and activity. One station is on the air at Buffalo and another is being planned; and two stations are being planned in the Schenectady-Albany-Troy area. In addition to this there are several large closed-circuit operations and production centers. Since 1955 the state has appropriated at various times a total of some \$1,375,000 for ETV programming in the schools.

North Carolina - The legislature established an ETV Commission in 1953 and in the ensuing two years appropriated some \$23,000 for its use in planning. In 1955 the ETV station at Chapel Hill went on the air with variously donated funds, and the legislature appropriated \$215,200 for operating expenses. The station now receives cooperative support from the state system of higher education and from public school participation.

North Dakota - This state has limited resources but has done some planning on ETV and is a member of the planned six-state network.

Ohio - Every legislature in Ohio since 1953 has given encouragement and support to ETV. It is now completing a state plan for extensive use of ETV. Ohio has activated educational channels at Columbus, Cincinnati, Toledo, and Oxford. Stations are now being planned at Dayton, Athens and

Cleveland.

Oklahoma - Established a state ETV commission in 1953 and went on the air with its first station in Oklahoma City in 1956 and its second station in Tulsa in 1959. The Oklahoma City schools put a second station on the air in Oklahoma City the same year to serve the increasing school needs. With these three stations the state still needs more facilities.

Oregon - ETV has been encouraged and supported by the legislature since 1953. The state's system of higher education established an ETV station at Corvallis in 1957. The legislature appropriated funds for programming. In 1961 when Portland went on the air with a cooperative station, the legislature allocated funds for its programming. Both stations are now part of a state system, which needs to expand.

Pennsylvania - In 1953 the legislature made it possible for public schools to participate in the operation of ETV stations. There are now two stations in Pittsburgh and one in Philadelphia, and another planned at State College.

Rhode Island - In 1955 the legislature authorized the construction of an ETV station under the direction of the State Board of Education. \$150,000 was appropriated at the time.

South Carolina - Through various legislative actions since 1953, the state has developed an extensive state-wide closed-circuit ETV system, and also uses time on commercial stations to broadcast to schools not reached by phone lines.

South Dakota - The legislature has encouraged ETV since 1954 and in 1955 appropriated funds for a closed-circuit installation at the State University at Vermillion. The support of this operation led to the planning of a broadcast station and this year another ETV channel will be activated there.

Tennessee - In 1955 the state established an ETV Commission and appropriated funds for matching contribution toward ETV station operation. In 1956 the cooperative community ETV station went on the air in Memphis. Plans are now under way for stations at Nashville, Knoxville and Chattanooga.

Texas - There have been many approaches to ETV in Texas. The State University has a fine production center and is the hub of an institutional closed-circuit network. There are now ETV broadcast stations on the air at Houston, Dallas and Richardson, and another is on the way in the Austin - San Antonio area. Support is here but this large state needs many more stations.

Utah - This state has two ETV stations on the air at Salt Lake City and at Ogden. Another one is planned at Ogden, and one at Logan. The University at Provo has also put in its bid for a station. The State Legislature supports the operation of the University station.

Vermont - This state has had a special Commission on ETV since 1954 and it is still trying to find ways and means to activate a station.

Virginia - The legislature passed a bill authorizing state support for ETV in 1959, but the act was vetoed. Local groups are still working to establish stations. ETV is being used in Norfolk and surrounding school districts and in Richmond. These communities are ready for their own stations.

Washington - Has had state support and encouragement in the development of ETV since 1954. The first ETV channel was activated at the University of Washington in Seattle in 1954, and six years later the second station went on the air in Tacoma. Since then Tacoma School District #10 has received a construction permit to establish a third station. Extensive planning and experimentation has continued at Pullman and Spokane in the Eastern part of the state. But much remains to be done.

Wisconsin - This state, through its long-established Radio Council, has a comprehensive state plan, but has been unable to appropriate funds for activation. The ETV station at the University of Wisconsin went on the air in 1954, and the legislature has regularly appropriated operational funds for it. Milwaukee put Wisconsin's second station on the air with public school funds in 1957, and now the program schedule is so heavy a second channel has been requested to handle the school broadcasts.

Surely this brief survey of the interest and activities in the several states indicates a readiness for the proposed legislation. On the other hand, there is ample evidence that any prolonged delay in ETV legislation would have serious adverse consequences.

Most of the states and many of the localities throughout the country have done a great deal of preliminary planning for ETV looking toward the time when Federal assistance would be made available. In many areas local effort has been kept alive for the past two years by the promise of ETV legislation. Much preliminary legislative support in the states, and promises of ETV operating support, have been based upon the hopes of Federal

assistance. If congressional action fails again at this time, or were to be postponed through another Congress, much of the work and planning of the past two years would be lost. The educational and community interests working for ETV would lose much of their legislative support to other programs. This would be especially difficult to overcome in the states which have biennial legislatures. The time, energy and local money lost to the development of ETV would be incalculable if there were to be any great delay in Federal assistance.

There are 28 states where substantial investments have already been made in ETV. These include 7 western states, 8 mid-western states, 4 eastern states, and 9 southern states. But in all of these states further development is now largely dependent on Federal assistance and in many instances a prolonged delay would seriously retard program development and cooperative school utilization.

There are 21 localities which have applied for ETV station Construction Permits or which have asked for specific channels to be reserved preliminary to applying, and in most instances the action was based upon the hopes of the proposed legislature. Postponement at this point would seriously jeopardize these developments. There are 26 states which have either state or local planning for new ETV development which is contingent upon Federal assistance. In many of these, planning has advanced to a critical stage, and prolonged delay would be disastrous, and in any event would retard beginning development through another biennium. A listing of some of these states will better illustrate the situation:

Kansas - this state has a state plan to provide much-needed ETV facilities to 85% of its population. The legislature can see its way clear to provide only 1/6 of the development money needed in the hope that Federal assistance will add enough to make an encouraging start. Delay now will jeopardize two years' work, and may cause the loss of several of the proposed channels to commercial interests. One such channel is already slipping away from the State schools.

Kentucky - this state is currently developing a plan for an ETV network. However, a favorable frequency, basic to the state plan, is already slipping away, and a group of frequencies upon which this network plan depends will be in jeopardy if applications for the channels are long delayed.

Nebraska - this state has a plan similar to the Kansas plan, but it is entirely dependent upon taking immediate advantage of specific unassigned VHF channels. The state's claim is now being contested, and lack of funds or delay in development will undoubtedly cause the loss of these channels. Here, as in Kansas, the loss of one or two channels would wreck the whole State Plan.

New Mexico - this state has built one ETV station and has plans developed to furnish service to all the schools in the state, but it cannot build the other two stations without assistance, and again delay endangers the necessary channels.

Maine - this state has a plan, but has been unable to build stations to meet its needs. It is having difficulties defending its proposed use of good channels. Delay at this time weakens Maine's chances of effective ETV development.

Montana - this state, with a foundation grant, has developed a very economical and effective state plan. Its development depends on outside assistance, and the key channel could be lost by delay.

Tennessee - has two channel 2's which are being eyed by commercial interests - these are part of a state plan which must have Federal assistance to get off the ground.

Florida, Georgia, Alabama - all have advanced State Plans and large developments, but all need assistance to preserve their gains and meet their increasing needs.

Mississippi, Arkansas, Wyoming & Idaho - all are just beginning to get organized for ETV. Their only hope is outside assistance, and inordinate delay will set them back considerably.

New York, Michigan, Wisconsin & Texas - have all made good starts, but are now, for diverse reasons, at a critical point where no effective progress can be made without some help. These are comparatively rich states, but at this point seed money is essential; and delay in all of these areas puts serious pressure on the reserved channels.

Nineteen states now have more or less elaborate State Plans for ETV, or are in the planning stage. In every instance some phase of the planning hinges upon immediate Federal assistance.

There are several states, such as West Virginia and Idaho, where interest has been kindled only because of the hope of the proposed legislation. These states cannot possibly have any development through local resources unless and until outside assistance is available. Postponement now would probably destroy the possibility for years.

The sum of this recital is that all over the country work and plans for ETV development have been sparked by the hope and promise of Federal legislation. A large proportion of the plans have been guided by this promise. The time is crucial, as the description of the situation in the several states and many localities indicates. Another postponement, or serious delay, at this time would seriously handicap this development for years - in some cases, many years. In addition to this, there is always the threat of losing the reserved channels, or of being too late to drop-in a necessary channel.

The need is now, and a dollar now would be worth several in the future. There is a time for all progressive developments to move. ETV has reached that critical moment - it moves now, or endangers its total progress.

File - Legislation

THE OHIO STATE UNIVERSITY

TELECOMMUNICATIONS CENTER
2470 NORTH STAR ROAD
COLUMBUS 21, OHIO

RICHARD B. HULL, *Executive Director*

March 31, 1961

Harold E. Hill
Administrative Vice President
DuPont Circle Office Building
1346 Connecticut Avenue, N.W.
Washington 6, D. C.

Dear Harold:

Thanks for your March 28th note. Last week arrangements were made for Senator Bricker to contact the two Ohio members of the House Committee on Interstate and Foreign Commerce expressing his views on the legislation which he originally sponsored.

Senator Bricker, as you may know, is on the University Board of Trustees.

Sincerely,



Richard B. Hull

RBH/mh

The support of Ed. Television is not a partisan matter - and as evidence I should like to submit for inclusion in the record two letters.

William G. Harley Remarks for Hearings on S205

March 1, 1961

↙ I am William G. Harley, president of the National Association of Educational Broadcasters, *an organization rep. the ed. non commercial radio & TV stations* I ask permission to have inserted in the record ~~of these hearings~~ two letters and a statement from our organization.

The letters *were written by a man now* are addressed to me *by me* from the ~~present~~ president of the United States, and a former vice president and candidate *for the presidency* for the office of president.

In preparation for our national convention last October, I *submitted* comments from both candidates concerning their views on federal aid to educational television development.

Both sent affirmative statements which *reflect a recognition of* were read to our ~~con-~~ *the need for legislation of the sort now being considered.* vention.

~~With reference to this hearing,~~ I should like to read pertinent portions from both replies.

and, from him KENNEDY'S LETTER

"Today our schools and colleges face a crisis of appalling proportions in terms of deficits in dollars, teachers, classrooms and services. American progress and even our national survival is directly dependent on what we as a nation do now about the shameful weaknesses and deficiencies of our educational system.

"We must seize all means at hand to help education cope with these dire shortages and improve both the quality and quantity of educational opportunities available to our citizens at all levels, both in and out of school.

"Television, a device which has the potential to teach more things to more people in less time than anything yet devised, seems a providential instrument to come to education's aid. Educational television has already proved that it can be a valuable supplement to formal education and a direct medium for non-formal education.

"Despite the heroic efforts of people such as yourselves to establish educational television stations across the United States, only a small part of the total potential has been achieved. To date, only 50 of the 267 channels reserved for education have been activated and 2/3 of the population still has no access to educational television service. This is not for lack of zeal or interest on the part of educators or state or local officials, but, primarily, for lack of funds for the initial capital investment required for construction of stations.

"Since education is a matter of national concern, the Federal Government should assist in expediting and accelerating the use of television, as a tested aid to education in the schools and colleges of the nation and as a means of meeting the needs of adult education. I pledge you that I will back actively suitable legislation aimed at this objective in the next session of the Congress and will urge its support by my Democratic colleagues."

Signed, John F. Kennedy
Mr. Nixon

Here is a portion of the letter from ~~the then vice-president.~~

NIXON LETTER

"The headlines almost daily remind us of the challenges which our children and our children's children face in the

years ahead. To meet these challenges the continued strengthening of our educational system is of crucial importance. ~~We now have in this country the resources and the technical means of granting to every citizen of our country his birthright -- the right to adequate education.~~ All tested means of aiding and improving instruction must be given support and encouragement. We must also be ingenious in using radio and television. They are proved instructional tools which have an immense potential for the benefit of American education and the welfare of our country.

"I pledge my cooperation in the development of a national education television policy to help realize the goal of the fullest possible educational opportunity for every American. This policy should set forth the basic objectives of the Nation in the field of educational television and it should define respective roles of the Federal and other levels of government, broadcasters, educational institutions and others concerned. Within its assigned role Federal assistance in the stimulation of the use of television as an aid to education will have my sympathy and support."

Signed, Richard Nixon

I submit, gentlemen, that as statements from the spokesman of both the major political parties, these letters indicate strong bi-partisan support for federal assistance in fostering the full development of an establishment for the public benefit which is recognized by leaders of both parties as a vital force in the strengthening of American education and the survival of our nation.

I request that the complete text of both of these letters be entered on the record.

In addition to the two letters, I should like to submit for the record at this time a prepared statement from the National Assoc. of Ed. Broadcasters.

Testimony on

A BILL TO EXPEDITE UTILIZATION OF TELEVISION TRANSMISSION
FACILITIES IN OUR PUBLIC SCHOOLS AND COLLEGES,
AND IN ADULT TRAINING PROGRAMS

before the

SENATE COMMITTEE ON INTERSTATE AND FOREIGN COMMERCE
SENATE OF THE UNITED STATES

March 1-2, 1961

By

John F. White, President

National Educational Television and Radio Center

My name is John White. I am the President of the National Educational Television and Radio Center. The Center serves as program network headquarters and leading spokesman for fifty of the fifty-four non-commercial educational television stations across the country. We are an independent non-profit corporation and have been in operation since 1952. A list of our Board of Directors--composed of leading educators, prominent businessmen, and other distinguished persons--is attached to the transcript of this Testimony. We have constantly moved forward and our growth continues. Six years ago there were four educational television stations on the air. Four years ago there were twenty. One year ago there were forty-five. Last month in Portland, Oregon, the fifty-fourth station began its first telecast.

One of our major responsibilities to the network of educational television stations is that of providing ten hours each week

of filmed and videotaped programming. This programming is derived from the finest talents and production facilities available throughout the country. On occasion our commercial colleagues have developed programs for our use. Also, we have acquired many of the fine programs being produced in European countries and Canada.

In addition to furnishing this program service, we work to help stations help themselves and also to assist communities and educational agencies in their efforts to activate stations. To this end, we frequently provide consultation services, sponsor meetings and conferences, and supply literature and training aids. As an extension of this service, we established on February 1 a Washington office and absorbed the professional staff of the Joint Council on Educational Television. This new office is located in the American Council on Education building at 1785 Massachusetts Avenue, N. W., Washington, D. C.

These various activities have given us intimate knowledge of the significant growth of educational television stations; we know their successes and potentials; we also know their problems and the obstacles they face. It is against such a background that this Testimony is submitted.

While the growth in numbers of educational television stations has been dramatic, it should be noted that many of the idle

reserved channels demand activation if the schools and colleges, as well as children and adults at home, are to benefit from this powerful instrument of communication.

One might say merely that other communities and educational institutions should follow the lead of those that have activated stations, but a look at the map and the educational television allocations suggests strongly that they cannot do so without special aid. As of today, every VHF reserved channel in cities of 300,000 population and over has been activated, with the exception of the one in ~~Kansas City~~ ^{San Antonio}, where an activating group is now hard at work. The remaining assignments in large cities are UHF in VHF markets, and it is extremely difficult to obtain local citizen support for a station that the viewer at home cannot see unless he spends \$50.00 to convert his set to UHF. Even here, more often than not, limited operational dollars are obtainable from schools for whom direct services would be performed. But the participation of individual citizens is negligible because adult education and cultural programming would not be readily available to them. Thus, in such cities as New York, Washington, Cleveland and Los Angeles the schools also are denied full-scale service.

Beyond this, one finds blank spots on the ETV map-- blank spots that represent the smaller communities and sparsely settled regions where educational and cultural resources also are

limited. Here too, of course, construction dollars are difficult to obtain, but the service that activated ETV stations, sharing the resources of educational and cultural centers, could provide for people in these areas would be tremendous. And the need for this service will be even greater in the years ahead when our schools are crowded and adequate teaching staffs are not easy to come by.

The value of the service renderable by such stations has already been demonstrated and testified to in these hearings. There is no better evidence than the fact that two cities--Pittsburgh, Pennsylvania, and Oklahoma City, Oklahoma--are now served by two educational stations each because their schools required even more help than one could provide. Milwaukee, Wisconsin, Dade County, Florida, and the Florida State Educational Television Commission also have recently applied for additional educational channels, and other communities will be following in their steps.

Interconnections among the stations in a state or region will be necessary too if the smaller communities to which I referred earlier are to receive the rich service available from schools, universities, colleges, libraries, museums, and other cultural institutions of the larger state and regional population centers. The advantages of such an arrangement already are being realized in the State of Alabama, whose three educational television stations are interconnected. In

addition, the ETV stations in Boston, Massachusetts, and Durham, New Hampshire, those in Jacksonville and Gainesville, Florida, and those in Sacramento and San Francisco, California, share their resources through live interconnection.

As you gentlemen know, the early stimulation of ETV was aided immeasurably by large grants from The Fund for Adult Education, which gave money for station activation on a matching basis to communities and institutions. The Ford Foundation, through its various funds, has contributed nearly fifty million dollars to the ETV movement. It made these grants because it believed that television could make an immense contribution to American education at all levels and that this new educational tool had to be developed. The Fund for Adult Education is now being dissolved and The Ford Foundation is turning to other areas of interest in the honest belief that its task of launching the movement and proving its effectiveness has been completed. The Foundation cannot, it should not, undertake the total task itself, for financing as well as utilization must be shared if ultimate success is to be achieved.

Therefore, the total job can be completed only if the federal government in the public interest assumes some responsibility for the stimulation of ETV, and accepts a share of the financing of its development. Of the fifty-four stations on the air, approximately

40 per cent are integral parts of universities and derive their operational dollars from university budgets. Approximately 20 per cent are controlled by and receive operating dollars from public school systems. The remaining 40 per cent, located for the most part in larger cities--such as Boston, Pittsburgh, Chicago, Minneapolis-St. Paul, New Orleans, St. Louis, San Francisco--are independently organized, non-profit corporations that receive capital and operating funds in return for services performed for educational institutions , as well as through voluntary contributions from independent citizens and industry. Thus, the total picture is one of diversified control and support. This, in our opinion, is to be desired, for just as public and private educational institutions in America have served to bolster, challenge, and lead one another, so, too, do these stations. This diversity must be preserved, but in the spirit of its G.I. bills, its research grants to universities, and its Morrill Acts, the federal government should make money available without federal control to bring into full effectiveness this important American educational movement.

The National Educational Television and Radio Center congratulates the authors of this Bill and urges its passage. We would prefer that the Bill, in its final implementation, provide that state plans for use of the dollars be submitted and approved before the grants are made. In this way, we believe, the American people can

be assured of the most effective expenditure in terms of the best possible state-wide service. Such state plans could include station establishment, improvement, and linkage. Furthermore, we would prefer that grants be made on a matching basis, for these federal dollars can best be used to stimulate, not substitute for, local initiative. If state and/or local institutions, or non-profit foundations organized for the purpose, are required to match dollars for construction, they are more likely to recognize their responsibility for the adequate financing of that station's later operation. At the same time, it is our conviction that there should be no penalty placed upon those who already have shown initiative in the activation of stations. Hence, we believe that adequate credit in any matching funds formula should be given for prior investment and that grant money should be available for improved power and equipment for existing stations.

If Congress fails to pass this legislation, it could well mean that many Americans will be deprived, for many years, of the educational television service they desire and need--in their elementary and secondary schools, in their colleges, and in their homes. We urge your support.

Respectfully submitted

John F. White

National Educational Television and Radio Center

Board of Directors

Ralph Lowell, Chairman, Board of Directors; Chairman, Boston Safe Deposit and Trust Co., Boston, Mass.

Everett N. Case, President, Colgate University, Hamilton, New York

Norman Cousins, Editor, The Saturday Review, New York, New York

Darwin S. Fenner, Vice President, Merrill Lynch, Pierce, Fenner and Smith, Inc., New Orleans, Louisiana

Leland Hazard, Director-Consultant, Pittsburgh Plate Glass Company, Pittsburgh, Pa.

Harold D. Lasswell, Law School, Yale University, New Haven, Conn.

Lloyd S. Michael, Superintendent, Evanston Township High School
Evanston, Illinois

George E. Probst, Executive Director, Thomas Alva Edison Foundation, Inc., New York, New York

Glenn T. Seaborg, Chancellor, University of California, Berkeley, Calif.

George N. Shuster, President Emeritus, Hunter College, New York, N.Y.

Mark Starr, Educational Director, International Ladies' Garment Workers' Union (1925-60)

Herman B Wells, President, Indiana University, Bloomington, Ind.

John F. White, President, National Educational Television and Radio Center

Raymond H. Wittcoff, President, Transurban Investment Corporation

S. 205, To expedite the utilization of television transmission facilities in our public schools and colleges, and in adult training programs.

WITNESS LIST

Wednesday, March 1, 1961

Hon. John Sherman Cooper, United States Senator from Kentucky

Mr. John Schwarzwald, Manager, KTCA-TV, St. Paul, Minnesota, accompanied by Mr. William Harley, President, National Association of Educational Broadcasters, Washington, D. C.

Mr. James Aubrey, President, CBS-Television, 485 Madison Ave., New York, N. Y.

Hon. Lee Metcalf, United States Senator from Montana, accompanied by Mr. Erling Jorgenson, Director, Montana Educational Project, Montana State University, Missoula, Montana

Dr. Charles H. Boehm, Superintendent of Public Instruction for Pennsylvania, Harrisburg, Pa.

Mrs. Robert Hornung, President, Greater Cleveland Television Education Association, Cleveland, Ohio

Robert C. Lloyd Ad. asst to
Mr. George Brain, Superintendent, Baltimore City Schools, Baltimore, Md.

Mr. Loren Stone, Manager, KCTS-TV, Seattle, Washington

Thursday, March 2, 1961

Mr. John L. Burns, President, Radio Corporation of America, 30 Rockefeller Plaza, New York, N. Y.

Mrs. Edmund D. Campbell, The Greater Washington Educational TV Association, Inc., Raleigh Hotel, Washington, D. C.

Dr. Bernard Everett, Assistant Superintendent of Schools, Newton, Mass.

Mr. Joseph Baudino, Vice President, Westinghouse Broadcasting Co., 1625 K Street, N. W., Washington, D. C.

Mr. Frederick Ford, Commissioner, Federal Communications Commission, accompanied by Mr. Rosel Hyde, FCC Commissioner, Washington, D. C.

Mrs. Alison G. Bell, Legislative Associate, American Association of University Women, 2401 Virginia Avenue, N. W., Washington, D. C.

Mr. Mort Zimmerman, President, Electron Corporation, P. O. Box 5570, Dallas, Texas

STATEMENT OF NEWTON N. MINOW, CHAIRMAN, FEDERAL
COMMUNICATIONS COMMISSION, TO THE COMMITTEE ON
INTERSTATE AND FOREIGN COMMERCE, UNITED STATES
SENATE, ON S. 205, 87TH CONGRESS, A BILL TO
EXPEDITE THE UTILIZATION OF TELEVISION TRANS-
MISSION FACILITIES IN OUR PUBLIC SCHOOLS AND
COLLEGES AND IN ADULT TRAINING PROGRAMS

March 7, 1961

Having assumed office on March 2, 1961, I was unable to comment on the above bill at the same time as my colleagues. But because of the immense importance I attach to this legislation, I take the liberty of transmitting this statement to you in the hope that it may still be considered by the Committee.

I join Commissioner Hyde in urging the use of Federal funds for educational television. I believe, with him, that a widely available and adequately financed non-commercial educational television service is vitally necessary to improve our educational and communications system. Through such a service, our nation may have an unparalleled opportunity for education, for experimental programming, for real diversification of program fare, and for cultural advancement. In view of the present lack of funds in many areas to meet station construction costs, I believe that Federal aid is needed, particularly to advance the date of construction and to permit extensive rather than minimal operation. I recognize, of course, that the amount of funds to be allocated this project as against other worthwhile legislative programs is a matter for the judgment of the Congress. But I do wholeheartedly endorse the use of Federal funds to aid in establishing or improving educational television broadcasting facilities.

New Roberts Bill Introduced

H. R. 132 of the 87th Congress, 1st session is a modified bill by Congressman Kenneth A. Roberts (D.-Ala.) and has been referred to the Committee on Interstate & Foreign Commerce. This bill retains the provisions of the old Roberts bill as regards the amounts of money for survey (\$10,000) and purchase of facilities (\$1,000,000), but has some interesting and important changes and additions in its other provisions.

In the present bill all applications for grants must be made by and through a "duly constituted State educational television agency." Another change is the requirement of matching funds for the \$10,000 survey grants.

There is also a new requirement that all projects asking for grants must be approved by the duly constituted State ETV agency as having been included in the State Plan which must be submitted by the State ETV Agency before any State becomes eligible for grants. The State ETV Agency is charged with making determination of priorities in case more applications for grants are submitted than funds are available.

Perhaps the most significant change in the new Roberts bill is in the formula for matching grants. It is now proposed that 50% of the approved cost of a project be paid by Federal funds plus an additional allowance of 25% of the cost of any ETV facilities owned by the applicant on the date of filing. But in no case may the total amount of Federal funds exceed 75% of the approved cost of the project.

In this new bill ETV facilities are more broadly defined to include towers, microwave equipment, and video-tape recording

equipment. But it does not include any construction or repair of housing of any kind.

A broad liberal definition is also established for eligible community ETV organizations. Other, than these changes, the bill is essentially the same as the Roberts Bill offered in the 86th Congress and modified so drastically in Committee.

File

STATEMENT

TO: The Committee on Interstate and Foreign Commerce, U.S. House of Representatives, Eighty-seventh Congress, First Session.

BY: The National Association of Educational Broadcasters:
Vernon Bronson, Consultant and Survey Coordinator.

ON: HR-132, Providing Grants for Educational Television Broadcast Facilities, and Related Bills

It has been suggested that the survey now being conducted by the NAEB, to determine the needs of education for television spectrum space may be offered as a reason to withhold judgment, on the educational television bills now before the House and Senate, on the grounds that until this survey is completed, no valid relationship can be established between Federal aid and the need for such aid.

Such an assumption is entirely without fact. The NAEB spectrum survey has no direct relationship to the basic development proposed by the Magnuson Bill (S205), the Roberts Bill (H.R. 132) and the others. Our survey is designed to determine: 1. What re-arrangement of channel allocations can be effected to provide the minimum basic service for education; 2. The number of additional channels over and above the basic service which will be necessary to serve the needs of education in the 10-15 years immediately ahead; 3. What plan of allocations can be devised to equitably provide such channels.

Our survey is looking to the next decade and beyond. Meanwhile there is imperative need to put on the air channels for which allocations have already been made. Today, as you know, there are 214 channels assigned

to education which are still unused. The need for activation of these channels as soon as possible and the necessity for financial assistance in the several states to bring this about has already been established.

Much has been accomplished throughout the country in the way of beginning development, and much more toward preliminary planning for future development and use of the educational television channels; but because of the limited resources of the states it has become increasingly difficult to finance the original capital outlay needed for the construction of facilities.

In spite of this, however, a great deal has been done. The schools, colleges and communities in every state are ready and eager to make effective use of these resources for formal and informal education as soon as they can be financed. In the several states a variety of actions and a variety of forces have worked together to weigh the value of this medium to education generally and to pave the way for its use. Legislative action, administrative order, private philanthropy, and community cooperation have all contributed to the preparation that now awaits fulfillment through Congressional action.

Forty-five states have now actively participated in and supported the development of educational television, and twenty-five of them have formed State ETV Commissions by direction of their respective legislatures. In all of these states, in some degree or other, the public schools, the institutions of higher learning and the communities have all been involved.

The roll-call of the states follows:

Alabama - In 1953 Alabama established an ETV Commission and appropriated a total of \$772,000. for a state network. It now has 3 ETV stations

on the air and has spent approximately 3 million dollars to date on this development. It has proven need of at least 3 more stations at the present time to provide for its basic service.

Arizona - This state has two ETV stations now on the air. The first station went on the air in 1959 at the University of Arizona, Tucson; and the second station went on the air in February of this year under the auspices of Arizona State College at Tempe. The transmitter is actually located in Phoenix and serves the entire surrounding community.

Arkansas - This state has been investigating possibilities of providing ETV to its people since 1958, the activities of the State Committee established by the Legislature in 1917 have been recently revived.

California - In 1952 the Governor appointed an advisory committee on ETV, and twice since then the Legislature has taken action to encourage its development. This state now has ETV broadcasting stations at San Francisco and Sacramento and 2 more planned at San Bernardino and San Diego. It also has several well-developed closed-circuit operations. But the demonstrated need for more broadcast stations grows every day. Its largest metropolitan areas are not being served.

Colorado - In 1956 the public school system of Denver put an ETV on the air as a part of its general and adult education program. In 1960 the Legislature passed an act to allow various school districts to operate television translator facilities. At least 3 more stations are needed now.

Connecticut - In 1958 the Legislative Council, acting on previous instructions of the Legislature, recommended funds for experiment in ETV. Previously the General Assembly had appropriated \$150,000. for ETV programming.

Florida - The Legislature first appropriated money for the investigation of ETV in 1953 and four years later established a permanent ETV Commission and appropriated an initial \$600,000. for the development and construction of a State network. In the meantime, the three large metropolitan areas of the State and the 2 State Universities planned and constructed stations on the five available ETV channels. The costs of the University stations were derived from state sources, and the funds for the stations in Miami, Tampa, St. Petersburg, and Jacksonville came from cooperative public school funds, private philanthropy, public donations and special state grants. Three more much-needed stations are now being planned for the immediate future, but capital outlay financing is still a serious problem.

Georgia - ETV has been encouraged in Georgia since 1953, when funds were appropriated for a Continuing Education Center at the University of Georgia. In 1958 the Atlanta public schools put a station on the air and has developed a program service for the schools that is now being widely shared. In 1960 the University of Georgia at Athens went on the air with a comprehensive ETV service. The State Board of Education has construction permits on channels at Waycross and Savannah, and one is being planned in the western part of the state at Columbus. If sufficient state funds had been available all of these stations would now be in operation; but even so this only touches the need for ETV in Georgia.

Illinois - The state legislature in 1955 authorized school boards to participate in ETV. In 1955 the State University at Urbana went on the air with its own ETV station, after winning a long court fight to use general funds. Southern Illinois University now has a construction permit for a station at Carbondale. Chicago has been operating a cooperative community ETV

station since 1955, and now the program schedule demands the use of additional channels.

Iowa - The State University at Ames pioneered in the use of television for education, and in 1959 the Des Moines school system went on the air with its own station. The University at Iowa City has extensive plans, but is handicapped by the lack of funds.

Indiana - This state has constructed no ETV facilities yet, but in 1959 the Legislature authorized public schools to use funds for the production of ETV programming. Production centers have been established at Purdue and Indiana Universities, and several public school systems are using ETV programs broadcast from commercial stations or coming across state lines from ETV stations in Louisville and Chicago.

Kansas - In 1959 the legislature appropriated \$25,000. for the study of a state ETV network plan. The study was made over a 2-year period and a state plan has been recommended to the current legislature. It calls for the construction of 6 transmitters and three major production centers. The legislature is now trying to find enough funds to make a start on this urgently needed program. In the meantime the cities of Wichita, Topeka, and Kansas City have been experimenting with ETV in the classroom, with uniformly encouraging results.

Louisiana - This state has encouraged the development of ETV since 1952. In 1954 it created the Louisiana ETV Commission, and appropriated funds in the amount of \$150,000. for facilities. The state has two ETV stations now operating, but definitely needs help for further development.

Maine - Originally established a state committee on ETV in 1955 and re-activated it by legislative act in 1957. Much study and planning have been accomplished, and now two ETV stations are in the making for the near future and 2 additional reservations have been requested for later use. The only thing lacking here is sufficient capital funds.

Massachusetts - The legislature established a commission on ETV in 1952 and enlarged it in 1953 and provided funds for its work. Legislation was enacted to permit public schools to participate financially in ETV programming. In 1955 a cooperatively financed ETV station went on the air in Boston.

Michigan - This state is now conducting a study to devise a plan for a state-wide ETV service. The study is expected to be completed this year. At present ETV stations are on the air in Detroit and East Lansing, and stations are being planned in Mount Pleasant and Kalamazoo.

Minnesota - Minneapolis and St. Paul put cooperative community ETV station on the air in 1957, and in 1959 the state approved \$100,000 toward constructing new and better facilities.

Montana - Received a grant of \$25,000. to make a detailed study of state plan for ETV. The study has just been completed and plans approved for state network of transmitters and translators which will serve most of the people of Montana at a very economical cost. Funds are not now available to proceed, but the whole plan could be achieved with some Federal assistance.

Nebraska - ETV has been encouraged here since 1953. The State University put its station on the air in 1954, and has since participated in extensive planning for the rest of the state. ; A state plan has been devised

which will provide basic ETV service to most of the people in Nebraska, and an assignment of 5 more channels strategically located has been requested of the FCC.

New Hampshire - Here the Legislature established an ETV Commission in 1953. Through its efforts a non-profit corporation was formed to provide financial support for the construction of a station. As a result, an ETV channel was activated at Durham in 1959. At present facilities are limited and further capital outlay needed.

New Jersey - This state did some fine pioneering in using television for education. In 1953 the Legislature established a Commission for ETV and appropriated \$75,000. for experimental work. It has several closed-circuit operations, but has been unable to get on the air with a broadcast station.

New Mexico - This state has a very successful cooperative ETV operation at Albuquerque which went on the air in 1958. It has a state plan for 3 more stations which will serve most of the people of New Mexico, but financing the original construction remains a problem.

New York - Since 1952 this state has made an effort to establish state-wide ETV, but has encountered great difficulty with finances. In 1954 the Board of Regents was empowered to charter non-profit groups to build and operate ETV stations. Three such regional groups have now been chartered in the state. There has been a great deal of planning and activity. One station is on the air at Buffalo and another is being planned; and 2 stations are being planned in the Schenectady-Albany-Troy area. In addition to this there are several large closed-circuit operations and production centers.

Since 1955 the state has appropriated at various times a total of some \$1,375,000. for ETV programming in the schools.

North Carolina - The Legislature established an ETV Commission in 1953 and in the ensuing 2 years appropriated some \$23,000. for its use in planning. In 1955 the ETV station at Chapel Hill went on the air with variously donated funds, and the Legislature appropriated \$215,200. for operating expenses. The station now receives cooperative support from the state system of higher education and from public school participation.

North Dakota - This state has many handicaps but has done some planning on ETV and is a member of the planned six-state network.

Ohio - Every legislature in Ohio since 1953 has given encouragement and support to ETV. It is now completing a state plan for extensive use of ETV. Ohio has activated educational channels at Columbus, Cincinnati, Toledo, and Oxford. Stations are now being planned at Dayton, Athens, and Cleveland.

Oklahoma - Established the state ETV commission in 1953 and went on the air with its first station in Oklahoma City in 1956 and its second station in Tulsa in 1959. The Oklahoma City schools put a second station on the air in Oklahoma City the same year to serve the increasing school needs. With these 3 stations the state needs more facilities.

Oregon - ETV has been encouraged and supported by the Legislature since 1953. The state's system of higher education established an ETV station at Corvallis in 1957. The Legislature appropriated funds for programming. In 1961 when Portland went on the air with a cooperative station, the Legislature allocated funds for its programming. Both stations are now part of a state system, which needs to expand.

Pennsylvania - In 1953 the Legislature made it possible for public schools to participate in the operation of ETV stations. There are now 2 stations in Pittsburgh and one in Philadelphia, and another planned at State College.

Rhode Island - In 1955 the legislature authorized the construction of an ETV station under the direction of the State Board of Education. One hundred and fifty thousand dollars were appropriated at the time.

South Carolina. - Through various legislative actions since 1953, the state now has developed an extensive state-wide closed-circuit ETV system, and also uses time on commercial stations to broadcast to schools not reached by phone lines.

South Dakota - The Legislature has encouraged ETV since 1954 and in 1955 appropriated funds for a closed-circuit installation at the State University at Vermillion. The support of this operation led to the planning of a broadcast station and this year another ETV channel will be activated there.

Tennessee - In 1955 the state established an ETV Commission and appropriated funds for matching contribution toward ETV station operation. In 1956 the cooperative community ETV station went on the air in Memphis. Plans are now under way for stations at Nashville, Knoxville and Chattanooga.

Texas - There have been many approaches to ETV in Texas. The State University has a fine production center and is the lab of an institutional closed-circuit network. There are now ETV broadcast stations on the air at Houston, Dallas and Richardson, and another is on the way in the Austin - San Antonio area. Support is here but this state needs many more stations.

Utah - This state has 2 ETV stations on the air at Salt Lake City and at Ogden. Another one is planned at Ogden. Another one is planned at Ogden, and one at Logan. The University at Provo has also put in its bid for a station. The State Legislature supports the operation of the University station.

Vermont - This state has had a special Commission on ETV since 1954 and it is still trying to find ways and means to activate a station.

Virginia - The Legislature passed a bill authorizing state support for ETV in 1959, but the act was vetoed. Local groups are still working to establish stations. ETV is being used in Norfolk and surrounding school districts and in Richmond. These communities are ready for their own stations.

Washington - Has had state support and encouragement in the development of ETV since 1954. The first ETV channel was activated at the University of Washington in Seattle in 1954, and six years later the second station went on the air in Tacoma. Since then Tacoma School District #10 has received a construction permit to establish a third station. Extensive planning and experimentation has continued at Pullman and Spokane in the Eastern part of the state. But much remains to be done.

Wisconsin - This state, through its long-established Radio Council, has a comprehensive state plan, but has been unable to appropriate funds for activation. The ETV station at the University of Wisconsin went on the air in 1954, and the Legislature has regularly appropriated operational funds for it. Milwaukee put Wisconsin's second station on the air with public school funds in 1957, and now the program schedule is so heavy they are asking for a second channel.

Surely this brief survey of the interest and activities in the several states indicates a readiness for the proposed legislation. On the other hand, there is ample evidence that any prolonged delay in ETV legislation would have serious adverse consequences.

Most of the states and many of the localities throughout the country have done a great deal of preliminary planning for ETV looking toward the time when Federal assistance would be made available. In many areas local effort has been kept alive for the past two years by the promise of the Magnuson Bill. Much preliminary legislative support in the states, and promises of ETV operating support, have been based upon the hopes of Congressional support. If Federal assistance fails again at this time, or were to be postponed through another Congress, much of the work and planning of the past two years would be lost. The educational and community interests working for ETV would lose much of their legislative support to other programs. This would be especially difficult to overcome in the states which have biennial legislatures. The time, energy and local money lost to the development of ETV would be incalculable if there were to be any great delay in Federal assistance.

There are 23 states where substantial investments have already been made in ETV. These include 7 western states, 8 mid-western states, 4 eastern states, and 9 southern states. But in all of these states further development is now largely dependent on Federal assistance and in many instances a prolonged delay would seriously retard program development and cooperative school utilization.

There are 21 localities which have applied for ETV station Construction Permits or which have asked for specific channels to be reserved preliminary to

applying, and in most instances the action was based upon the hopes of the proposed Bills. Postponement at this point would seriously jeopardize these developments. There are 26 states which have either state or local planning for new ETV development which is contingent upon Federal assistance. In many of these, planning has advanced to a critical stage, and prolonged delay would be disastrous, and in any event would retard beginning development through another biennium. A listing of some of these states will better illustrate the situation:

KANSAS - this state has a state plan to provide much-needed ETV facilities to 85% of its population. The Legislature can see its way clear to provide only 1/6 of the development money needed in the hope that Federal Assistance will add enough to make an encouraging start. Delay now will jeopardize two years' work, and may cause the loss of several of the proposed channels to commercial interests. One such channel is already slipping away from the State schools.

NEBRASKA - this state has a plan similar to the Kansas plan, but it is entirely dependent upon taking immediate advantage of specific unassigned VHF channels. The State's claim is now being contested, and lack of funds or delay in development will undoubtedly cause the loss of these channels. Here, as in Kansas, the loss of one or two channels would wreck the whole State Plan.

NEW MEXICO - this state has built one ETV station and has plans developed to furnish service to all the schools in the state, but it cannot build the other 2 stations without assistance, and again delay endangers the necessary channels.

MAINE - this state has a plan, but has been unable to build stations to meet its needs. It is having difficulties defending its proposed use of good channels. Delay at this time weakens Maine's chances of effective ETV development.

MONTANA - this state, with a Foundation Grant, has developed a very economical and effective state plan. Its development depends on outside assistance, and the key channel could be lost by delay.

TENNESSEE - has 2 channel 2's which are being eyed by commercial interests - these are part of a state plan which must have Federal assistance to get off the ground.

FLORIDA, GEORGIA, ALABAMA - all have advanced State Plan and large developments, but each need assistance to preserve their gains and meet their increasing needs.

MISSISSIPPI, ARKANSAS, WYOMING & IDAHO - all are just beginning to get organized for ETV. Their only hope is outside assistance, and inordinate delay in getting it will set them back considerably.

NEW YORK, MICHIGAN, WISCONSIN & TEXAS - have all made good starts, but are now, for diverse reasons, at a critical point where no effective progress can be made without some help. These are comparatively rich states but at this point need money is essential and delay in all of these areas puts serious pressure on the reserved channels.

Nineteen states now have more or less elaborate State Plans for ETV, or are in the planning stage. In every instance some phase of the planning hinges upon immediate Federal assistance.

There are several states, such as West Virginia and Idaho, where interest has been kindled only because of the hope of the proposed Bills. These States cannot possibly have any development through local resources unless and until outside assistance is available. Postponement now would probably destroy the possibility for years.

The sum of this recital is that all over the country work and plans for ETV development have been sparked by the hope and promise of Federal legislation. A large proportion of the plans have been guided by this promise. The time is crucial, as the description of the situation in the several states and many localities indicates. Another postponement, or serious delay, at this time would seriously handicap this development for years - in some cases, many years. In addition to this, there is always the threat of losing the reserved channels, or of being too late to drop-in a necessary channel.

The need stands alone and separate from other needs. This legislation will not affect any other legislation. The need is now, and a dollar now would be worth several in the future. There is a time for all progressive developments to move. ETV has reached that critical moment - it moves now, or endangers its total progress.

File

March 17, 1961

Mr. W. E. Williamson
Clerk
Committee on Interstate and Foreign Commerce
Room 1334
House Office Building
Washington 25, D. C.

Dear Mr. Williamson:

Here are names of witnesses who plan to testify during the hearings on assistance for educational television.

Tuesday, March 21

Mr. Raymond Hurlbert, General Manager, Alabama
ETV Commission

Mrs. Maxine Scoville, President, Kansas State P. T. A.
Congress

Thurs Mr. T. E. Tyler, Chairman, Arkansas State Committee
to Study Educational Possibilities of Television

Dr. Edgar Fuller, representing the Joint Council
on Educational Broadcasting

Wednesday, March 22

Dr. Logan Wilson, President, University of Texas,
Austin, Texas

Dr. Hilton C. Duley, Southern Connecticut State
College, New Haven, Connecticut, representing
American Council on Education.

Dr. Robert Anderson, Executive Vice President,
Auburn University, former Director, Southern Region
Education Board

Dr. Armand Hunter, Director of Broadcasting, Michigan
State University

John W. Linton, Dir. of Schuls. Atlanta, Ga.

Mr. W. E. Williamson

-2-

March 17, 1961

Mr. John C. Crabbe, General Manager, KVIS,
Sacramento, California, member California Governor's
Advisory Committee on Educational Television

Thursday, March 23

Dr. Clifford Erikson, Dean of Instruction, Chicago
City Junior College

Dr. Lloyd Elliot, President, University of Maine,
representing American Association of Land Grant
Colleges and State Universities, and the State
Universities Association

Mrs. Elizabeth Campbell, President, Greater Washington
Educational Television Association, with Dr. William
Schmidt, Superintendent, Prince Georges County Public
Schools

Miss Martha Gable, Director, Division of Radio-TV
Education, Philadelphia Public Schools, representing
the American Association of University Women.

Several other witnesses plan to participate and their names
will be passed along as soon as their appearances are confirmed.

Sincerely yours,

William G. Harley
President

JOHN B. BENNETT
12TH DIST., MICHIGAN

HOME ADDRESS:
ONTONAGON

File - Legislation

COMMITTEES:
INTERSTATE AND FOREIGN COMMERCE
HOUSE ADMINISTRATION

SECRETARY:
MARGARET J. ROBINSON

Congress of the United States
House of Representatives
Washington, D. C.

March 21, 1961

Mr. William G. Harley, President
National Association of Educational
Broadcasters
1346 Connecticut Avenue
Washington 6, D. C.

Dear Mr. Harley:

Thank you for your letter of March 17 advising me that Dr. Armand Hunter will testify before the Interstate and Foreign Commerce Subcommittee on Communications and Power legislation on educational television. This is of particular interest to me and I will be interested in his comments. I hope I will be able to attend the meeting of the Subcommittee but in any event I would appreciate receiving a copy of his statement. Thank you for writing me.

Sincerely,

John B. Bennett
JOHN B. BENNETT

hdj

*He
Did not pick up
a copy of Hunter's
 testimony because
and Bennett?*

87TH CONGRESS
1ST SESSION

S. 205

IN THE HOUSE OF REPRESENTATIVES

MARCH 22, 1961

Referred to the Committee on Interstate and Foreign Commerce

AN ACT

To expedite the utilization of television transmission facilities in our public schools and colleges, and in adult training programs.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*
3 That there is hereby authorized to be appropriated such
4 amounts as may be necessary to assist the States and certain
5 organizations therein to establish or improve television broad-
6 casting for educational purposes, in accordance with the pro-
7 visions of this Act, by providing for the establishment and
8 improvement of television broadcasting facilities.

9 SEC. 2. Any agency or officer, or organization in a
10 State, described in clause (b) (2) of this section, which is

1 establishing or improving television broadcasting facilities,
2 may receive a grant as authorized in this Act to cover the
3 cost of such establishment or improvement by—

4 (a) making application therefor in such form as is
5 prescribed by the United States Commissioner of Edu-
6 cation; and

7 (b) providing assurance satisfactory to the Com-
8 missioner of Education—

9 (1) that the necessary funds to operate and
10 maintain such facilities will be available;

11 (2) that the operation of such facilities will be
12 under the control of (a) the agency or officer
13 primarily responsible for the State supervision of
14 public elementary and secondary schools, (b) a
15 duly constituted State educational television com-
16 mission, or (c) a State controlled college or uni-
17 versity, except that any such agency, officer, com-
18 mission, college or university may for the purposes
19 of this Act distribute funds received under this Act
20 to nonprofit foundations, corporations, or associations
21 in the same State which are organized primarily to
22 engage in or encourage educational television broad-
23 casting if the operation of the facilities which such
24 funds are used to establish or improve will be under
25 the control of such nonprofit organization; and

1 (3) that such facilities will be used only for
2 educational purposes.

3 SEC. 3. Upon determining that an agency or officer of
4 an organization has satisfied the requirements of section 2
5 of this Act, the Commissioner of Education is authorized to
6 make a grant to such agency, officer, or organization in such
7 amount as is determined by the Commissioner to be reason-
8 able and necessary to cover the cost of such establishment
9 or improvement of facilities. An agency or officer or an
10 organization may receive one or more grants under the
11 provisions of this Act, but the total amount of such grants
12 for television broadcasting facilities in any State shall not
13 exceed \$1,000,000. Such grants shall be made out of
14 funds appropriated for the purposes of this Act, and may be
15 made in such installments as the Commissioner deems
16 appropriate.

17 SEC. 4. As used in this Act the term "establishing or
18 improving television broadcasting facilities" means the ac-
19 quisition and installation of transmission apparatus necessary
20 for television (including closed-circuit television) broadcast-
21 ing, and does not include the construction or repair of
22 structures to house such apparatus, and the term "State"
23 means the several States and the District of Columbia.

24 SEC. 5. The Federal Communications Commission is
25 authorized to provide such assistance in carrying out the pro-

visions of this Act as may be requested by the Commissioner of Education.

SEC. 6. Nothing in this Act shall be deemed (a) to give the Commissioner of Education any control over television broadcasting, or (b) to amend any provision of, or requirement under, the Federal Communications Act.

SEC. 7. No application for any grant under this Act may be accepted by the Commissioner of Education after the day which is five years after the date of enactment of this Act.

SEC. 8. (a) Each recipient of assistance under section 3 of this Act shall keep such records as the Commissioner shall prescribe, including records which fully disclose the amount and the disposition by such recipient of the proceeds of such assistance, the total cost of the project or undertaking in connection with which such assistance is given or used, and the amount and nature of that portion of the cost of the project or undertaking supplied by other sources, and such other records as will facilitate an effective audit.

(b) The Commissioner and the Comptroller General of the United States, or any of their duly authorized representatives, shall have access for the purpose of audit and

- 1 examination to any books, documents, papers, and records of
- 2 the recipient that are pertinent to assistance received under
- 3 section 3 of this Act.

Passed the Senate March 21, 1961.

Attest: FELTON M. JOHNSTON,
Secretary.

87TH CONGRESS
1ST Session

S. 205

AN ACT

To expedite the utilization of television transmission facilities in our public schools and colleges, and in adult training programs.

MARCH 22, 1961

Referred to the Committee on Interstate and Foreign
Commerce

SAMUEL N. FRIEDEL
7TH DISTRICT, MARYLAND

1610 NEW HOUSE OFFICE BLDG.
TELEPHONE:
CAPITOL 4-3121, EXTENSION 4741

Legislation

Congress of the United States
House of Representatives
Washington, D. C.

COMMITTEES:
HOUSE ADMINISTRATION
INTERSTATE AND FOREIGN
COMMERCE

323 POST OFFICE BLDG.
BALTIMORE, MARYLAND
TELEPHONE:
MULBERRY 5-8320, EXTENSION 451

March 22, 1961

Mr. William G. Harley, President
National Association of Educational Broadcasters
1346 Connecticut Avenue, N.W.
Washington 6, D. C.

Dear Mr. Harley:

Thank you for your recent letter advising me that Dr. William Schmidt of Prince Georges County will be testifying before the Subcommittee on Communications and Power during the hearings on legislation to provide Federal support for educational television.

I am not a member of this Subcommittee, however, I will try to stop by the Committee to hear Dr. Schmidt's testimony if my duties will permit. Otherwise, I will read his statement when this measure is considered by the full Interstate and Foreign Commerce Committee.

Warmest regards.

Sincerely,
Sam Friedel
Samuel N. Friedel, M.C.

SNF:hj

Journal of the American
Society of Microscopists
Vol. 10, No. 1
1911

Copy 1
of Journal 1/3/21
sent to Max Camp-
bell

Received of the American Society of Microscopists
the sum of \$1.00

1911

Journal of the American Society of Microscopists
Vol. 10, No. 1
1911

Journal of the American Society of Microscopists
Vol. 10, No. 1
1911

1911

1911

1911

1911

CLASS OF SERVICE

This is a fast message unless its deferred character is indicated by the proper symbol.

WESTERN UNION

TELEGRAM

W. P. MARSHALL, PRESIDENT

SYMBOLS

DL=Day Letter

NL=Night Letter

INTL=International Letter Telegram

The filing time shown in the date line on domestic telegrams is LOCAL TIME at point of origin. Time of receipt is LOCAL TIME at point of destination

RBA213 WA415

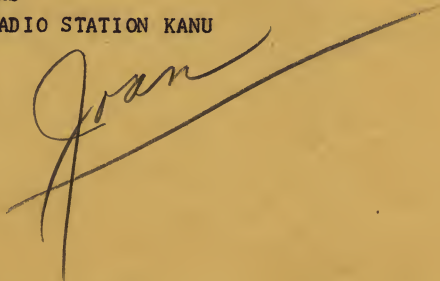
(RB) (K LWAO53) PD LAWRENCE KANS 23 359P CST

BETTY MCILVANE, NATL ASSN OF EDUCATIONAL BROADCASTERS

DUPONT CIRCLE OFFICE BLDG 1346 CONNECTICUT SUITE 1119 NORTHWEST
WASHDCMRS MAXINE SCOVILLE MAILING ADDRESS 3009 NORTH 20TH STREET
KANSAS CITY 4 KANSAS

R EDWIN BROWNE RADIO STATION KANU

3009 20 4.



Schooley called & said he had
briefed the Gov. Adm. Asst. - a
personal friend of Franks.

T.L. Donat - M.D. Pres. N.D.

ETU Assn

Fargo, N.D.

CLASS OF SERVICE

This is a fast message unless its deferred character is indicated by the proper symbol.

WESTERN UNION

TELEGRAM

W. P. MARSHALL, PRESIDENT

SF-1201 (4-00)

SYMBOLS

DL=Day Letter

NL=Night Letter

LT=International
Letter Telegram

The filing time shown in the date line on domestic telegrams is LOCAL TIME at point of origin. Time of receipt is LOCAL TIME at point of destination

RBA059 CTBQ37 CT

MRA017 PD MORGANTOWN WVIR 29 1031A EST

HAROLD E HILL, ADMINISTRATIVE VICE PRES

NATL ASSN OF EDUCATIONAL BROADCASTERS 1346 CONN AVE WASHDC

HAVE CONTACTED GOVERNORS OFFICE AS YOU ADVISED

HAROLD J SHAMBERGER.

1961 MAR 29 AM 10 56

STATEMENT FOR THE HOUSE INTERSTATE AND FOREIGN COMMERCE COMMITTEE

MARCH 23, 1961

CLIFFORD G. ERICKSON
Dean of Television Instruction
CHICAGO CITY JUNIOR COLLEGE

This is a statement in support of Federal grants to the several states to aid them in initiating and expanding educational service through non-profit broadcast television channels.

Since 1956 the Chicago Board of Education, through the Chicago City Junior College, has been utilizing broadcast television to bring a unique educational service to the six million residents of Chicagoland. In a real sense, the walls of the institution had been expanded to a circle with a radius of over 50 miles. This circle bounds the signal area of WTTW, Channel 11, Chicago's non-profit community owned educational channel.

In the Spring of 1961, 2517 adult students are registered for credit in nine standard college courses. A TV College Information Folder describing these nine courses is supplied to the Committee as Exhibit A. When the 2517 part-time enrollments are combined, they become equal to 742 full-time enrollments. This television college requires no campus except the occasional use of classrooms in the Chicago City Junior College. If this group were to be taught conventionally, a campus costing several millions of dollars would be required.

Over 40% of Chicago's adult television students are interested in teaching as a new career. Among these are many homemakers who attend college only because instruction is brought into their living rooms by television. They hope to become practicing teachers after their children are grown and able to care for themselves. These mature students will help meet the desperate shortage of qualified teachers in the coming years.

By cooperation with the Chicago Teachers College, two of the current courses are open to practicing and prospective teachers. One of these, a course in Human Relations, is being taught at the graduate level with the express purpose of helping classroom teachers understand and cope with classroom problems.

New opportunities are also afforded to home-bound, hospitalized and imprisoned students. These students number between 50 and 100 each term. This instruction is provided at a much lower cost than tutorial instruction and with greater effectiveness than correspondence instruction.

The quality of this higher educational experience via television can be certified as equal to or better than conventional instruction. Chicago's TV College was begun in 1956 under a grant of \$500,000 from the Fund for the Advancement of Education. In the three years, 1956 to 1959, intensive research was carried on in a large number of carefully controlled experiments. The achievement of television students has consistently been equal to or superior to conventionally taught students. These data are summarized on pages 7 through 9 in the printed report entitled Chicago's TV College supplied to the Committee as exhibit B.

The TV College project has been carefully studied to determine unit costs of instruction. The Chicago Board of Education makes payment to WTTW for the actual costs of broadcasting. Currently these charges are \$18,000 per month. The unit cost of credit instruction via television is calculated by dividing the total of broadcasting charges and all other instructional costs by the number of equivalent full-time students served. In Spring 1961, this unit cost is estimated to be less than classroom instructional cost by \$40 per full-time student per year. In other words, quality college television instruction cost, after five years of experience, has dropped to a level below classroom costs and thus additional students can be added at about one-third the cost of classroom instruction.

Equally important is the amount of additional educational service given free as a unique bonus of the broadcast television medium. At no additional cost, 5000 not-for-credit enrollees are following one or more of the courses with some regularity. Audience surveys and estimates suggest a total unduplicated audience of 250,000 who watch at least one of the nine TV College courses on a reasonably regular basis.

Worthy of attention by this Committee is the evaluation of the TV College project by a panel of distinguished educators representing four fields-- accreditation of institutions of higher education, communications, research, evaluation and testing, and administration of public higher education. The panel included the following:

Norman Burns, Secretary, Commission on Colleges and Universities,
North Central Association of Colleges and Secondary Schools
Henry Chauncey, President, Educational Testing Service
Frederick L. Hovde, President, Purdue University
Wilbur Schramm, Director, Institute for Communication Research,
Stanford University

A few extracts of the panel's evaluation dated June 1960 are as follows:

Courses at the junior college level can be taught effectively to a home audience by television. The results on this point were most impressive and convincing. Indeed, in the few cases where there were significant differences between the performance of home TV students and classroom face-to-face students, the differences were more often in favor of the TV students than the others.

When junior college work is offered on television, it brings into the educational system a new group of students--an older group (median age in the 30's), most of them housewives, who are strongly motivated to continue their education but have been kept from doing so by home and family duties. These students like and are grateful for television courses. Once started on higher education by television, they are likely to go on to a junior or senior college degree. Many of them are planning to become teachers. Obviously this is an important group to bring back into education.

The television courses are reaching a group of students most of whom would otherwise not take junior college work. It is serving a group of handicapped and otherwise restricted students. It is reaching a group of non-credit students, which averages several times the size of the group studying for credit. It is also reaching a group of casual viewers who are registered neither for credit nor without credit--an "eavesdropping" audience about which we know very little but which is estimated to range from five to twenty-five thousand persons per program. In other words, it seems to us that offering junior college courses on television is a service to the City of Chicago far wider than the service to credit students.

Evidence of the high motivation of the TV students and the welcome given the TV courses is the fact that about 65 per cent of the television students finish their courses and take the final examinations. This completion rate is quite remarkable when compared with other forms of adult education for credit.

Federal grants to the States to aid them in establishing educational television broadcasting stations and networks can encourage low-cost extension of educational opportunities for adults as has been provided by Chicago's TV College since 1956. It is doubtful that any other investment in broadcasting and education can pay such high dividends for individual citizens and for the State.

28 March 1961

Mr. Robert Schenkkan
Director, Radio-Television
University of Texas
Austin, Texas

Dear Bob:

As you know, the Subcommittee on Communications and Power of the House Interstate and Foreign Commerce Committee has been conducting hearings in connection with the consideration of legislation to provide Federal aid to educational television.

Public testimony has been concluded and it is expected that the committee will be considering this legislation in the near future. Mr. Joe M. Kilgore, of McAllen, Texas, is a member of the House Interstate and Foreign Commerce Committee. While we don't have any NAEB members in that area, I thought you might have a friend there who, if he has not already done so, might like to convey his views regarding this legislation to Congressman Kilgore. Or, failing that, perhaps you, yourself, would like to do so.

Cordially,

Harold E. Hill
Administrative Vice President

HEH:jph

National Association of
Educational Broadcasters
1346 Connecticut Avenue
Washington, D. C.

March 28, 1961

Mr. Richard S. Burdick
Station WHYY
1622 Chestnut Street
Philadelphia, Pennsylvania

As a basis for consideration of legislation to provide federal assistance to educational television, Chairman Oren Harris of the House Interstate and Foreign Commerce Committee is contacting today the governor of ~~Delaware~~ each state to determine what plans the state has for activating educational television if federal support is forthcoming. Realizing it is impossible for the governor to be ~~thoroughly~~ thoroughly conversant with ETV planning, and in view of the importance of a positive response, it is imperative that you contact the governor of Delaware and advise him of the plans for his state. Please advise us at earliest opportunity of your contact and results.

Harold E. Hill
Administrative Vice President
National Association of Educational
Broadcasters

File w/ legislative stuff
NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

NAEB

DuPont Circle Office Building
1346 Connecticut Avenue, N. W.
Washington 6, D. C.

OFFICE OF THE VICE PRESIDENT

29 March 1961

RECEIVED

MAR 30 1961

A. E. T. C.

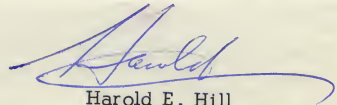
Mr. Raymond D. Hurlbert,
General Manager
Alabama ETV Commission
807 Protective Life Building
Birmingham, Alabama

Dear Raymond:

As you know, the Subcommittee on Communications and Power of the House Interstate and Foreign Commerce Committee has been conducting hearings in connection with the consideration of legislation to provide Federal aid to educational television.

Public testimony has been concluded and it is expected that the committee will be considering this legislation in the near future. Mr. Kenneth A. Roberts, of Anniston, Alabama, is a member of the House Interstate and Foreign Commerce Committee. While we don't have any NAEB members in that area, I thought you might have a friend there who, if he has not already done so, might like to convey his views regarding this legislation to Congressman Roberts. Or, failing that, perhaps you, yourself, would like to do so.

Sincerely,



Harold E. Hill
Administrative Vice President

HEH:jph

Dear Harold:

I have been working hand in glove with Kenneth. He is for us 100% and has a bill in the hopper. Ray



BYRON F. STETLER
SUPERINTENDENT OF
PUBLIC INSTRUCTION

File - Legislation

STATE OF NEVADA

Department of Education

CARSON CITY

March 29, 1961

Mr. Harold E. Hill, Administrative Vice President
National Association of Education Broadcasters
1346 Connecticut Avenue
Washington, D. C.

Dear Mr. Hill:

In reply to your telegram of today's date regarding what plans the State of Nevada has for activating educational television if Federal support is forthcoming, I must advise you that no detailed plans have been formulated.

Further comment might be made to the effect that under the present status of development of television in the State of Nevada, it is questionable whether many of the schools could take advantage of it.

Sincerely yours,

A handwritten signature in blue ink that reads "Byron F. Stetler". The signature is written in a cursive style with a large, stylized initial 'B'.

Byron F. Stetler,
Superintendent of
Public Instruction

BFS:ms

cc: The Honorable Grant Sawyer
Governor of the State of Nevada

National Association of
Educational Broadcasters
1346 Connecticut Avenue

March 29, 1961

Mr. George W. Starcher
President
University of North Dakota
Grandfork, North Dakota

As a basis for consideration of legislation to provide federal assistance to educational television Chairman Oren Harris of the House Interstate and Foreign Commerce Committee is contacting today the governor of each state to determine what plans the state has for activating educational television if federal support is forthcoming. Realizing it is impossible for the governor to be thoroughly conversant with ETV planning, and in view of the importance of a positive response, it is imperative that you contact the governor immediately and advise him of the plans for your state. Please advise us at earliest opportunity of your contact and results.

Harold E. Hill
Administrative Vice President
National Association of Educational
Broadcasters
1346 Connecticut Avenue
Washington, D. C.

CLASS OF SERVICE

This is a fast message unless its deferred character is indicated by the proper symbol.

WESTERN UNION

TELEGRAM

W. P. MARSHALL, PRESIDENT

SF-1201 (4-60)

SYMBOLS

DL = Day Letter

NL = Night Letter

LT = International Letter Telegram

The filing time shown in the date line on domestic telegrams is LOCAL TIME at point of origin. Time of receipt is LOCAL TIME at point of destination

RBA035 WA163

(RB) (O SEA894). NL PD FAIRBANKS ALASKA MAR 29

HAROLD E HILL, ADMINISTRATIVE VICE PRES

NATIONAL ASSN OF EDUCATION BROADCASTERS 1346 CONNECTICUT
AVE NORTHWEST WASHDC

IN RESPONSE TO YOUR WIRE HAVE DISCUSSED WITH GOVERNOR EGAN
FWHO HAS NOT YET RECEIVED COMMUNICATION FROM CHAIRMAN ORAN
HARRIS GOVERNOR EXPRESSED INTEREST AND STATED HE WOULD CONFER
WITH STATE EDUCATIONAL COMMISSIONER THEO NORBY

WILLIAM R WOOD PRESIDENT.

T.E. Tyler talked to the Governor.

WESTERN UNION
TELEGRAM

WESTERN UNION
TELEGRAM

WESTERN UNION
TELEGRAM

1961 MAR 29 PM 5 21

RBB057 AA255 KB243

K LNA320 PD LINCOLN NEBR 29 343P CST

WASHINGTON D.C.

HAROLD E HILL, DUPONT CIRCLE OFFICE BLDG

1346 CONN AVE NW WASHDC **NATIONAL ASSOC OF EDUCATIONAL BROADCASTERS**

930 MONDAY APPOINTMENT WITH GOVERNOR BEST COULD DO WILL REPORT

LATER

JACK MCBRIDE DIRECTOR OF TELEVISION KUON-TV

930.

CLASS OF SERVICE

This is a fast message unless its deferred character is indicated by the proper symbol.

WESTERN UNION

TELEGRAM

W. P. MARSHALL, PRESIDENT

SF-1201 (4-00)

A

SYMBOLS

DL=Day Letter

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Letter Telegram

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LLE054 CTA112

PRA019 PR LLH017 NL PD

TDPR MISSOULA MONT 30

HAROLD E HILL

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS 1346 CONNECTICUT
AVE NORTHWEST WASHDC

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION HARRIOT MILLER AND
I MET WITH GOVERNOR NUTTER THIS AFTERNOON. MEETING WAS BRIEF,
FRIENDLY. GOVERNOR SEEMED ENTERESTED BUT NONCOMMITAL. WAS ADVISED
PRIOR TO MEETING NOT TO USE HARD SELL. BELIVE GOVERNOR WILL
CONTACT MISS MILLER OR ME FOR FUTURE INFORMATION WHEN HARR
S CONTACTS HIM. GOVERNOR SAID HE HAD NOT BEEN CONTACTED YET.

ERLING S. JORGENSEN DIRECTOR MONTANA E.T.V. PROJECT ONTANA
STATE UNIVERSITY.

File up other Ogilvie stuff

Legislative

THIS LETTER TO JAMES C. HEALEY ALSO
MOHAWK-HUDSON COUNCIL ON EDUCATIONAL TELEVISION
RIVERSIDE SCHOOL - FRONT STREET, SCHENECTADY 5, NEW YORK
FRANKLIN 4-2991

March 30, 1961

Honorable Leo W. O'Brien
Committee on Interstate and Foreign Commerce
Room 1934, House Office Building
Washington, D. C.

Dear Congressman O'Brien:

I hope that the evidence you have seen adds up to the need for passage of the educational television aid legislation (Magnuson-Schuessel Bills, etc.).

Our experience in New York State has been that this aid is needed desperately if educational television is going to be able in the foreseeable future to begin to make the kind of gains for education in New York State that it has in the many other states throughout the country that have brought the number of educational television stations on the air to fifty-five in just eight years.

As President of the New York State Educational Radio and Television Association and Manager of the Mohawk-Hudson Council on Educational Television I have had an opportunity to see the statewide picture as well as some estimate the problems that have caused educational television to move so slowly here in the Capital District.

There is no question but what teachers, principals, superintendents and parents want educational television. The question is how do you get over the first hurdle, that of buying the necessary equipment and hiring the necessary personnel in order to get on the air. It has taken us eight years to try to get over this hurdle in the Capital District and although we have much of our equipment, unless we can obtain additional funds we will not be able to be on the air by September 1 to serve close to 200,000 students in the public and parochial schools of this area.

Throughout the State the situation is pretty much the same as far as moving ahead with educational television is concerned. The establishment of a station appears to be so formidable that educators and administrators tend to sit back and wait for something to happen.

We would have no interstate highways without Federal help. Certainly the drive toward excellence in education is no less important. Interstate highways cost \$1 million a mile. An educational television station serving in-school and adult populations throughout a thirty to fifty mile radius can be set up and operated for a whole year for half of what it costs for a single mile of highway.

March 30, 1961

It seems to me that there is no question here as to the need. The question is how long are we going to delay taking advantage of this excellent medium for the most important job we have before us-- education.

Sincerely yours,

Donald E. Schein
Manager

DES:db

MOHAWK-HUDSON COUNCIL ON EDUCATIONAL TELEVISION

RIVERSIDE SCHOOL - FRONT STREET, SCHENECTADY 2, NEW YORK

FRANKLIN 4-8991

March 30, 1961

His Excellency Nelson E. Rockefeller
The Governor of New York
Albany, New York

Dear Governor Rockefeller:

I have just received a phone call from the National Association of Educational Broadcasters in Washington to the effect that following the hearings of the House Interstate and Foreign Commerce Committee on the Magnuson Bill, Chairman Harris has written to the Governors of the fifty states to attempt to discover the extent of need for aid to develop educational television stations.

As President of the New York State Educational Radio and Television Association, I thought I ought to try to give you a brief picture of the need for Federal help if we are to move ahead in the vitally important area of educational television.

With fifty-five non-commercial, educational television stations on the air across the country it is hard to believe that New York State cannot boast of a single non-commercial, educational television station on a reserved channel. It is true that there is a WEF station in Buffalo, but as you may know, this station was owned by WED, and since the station could not compete with the other WEF stations, WED took it off the air and offered it as a gift to the Western New York Educational Television Association.

Of the two WEF channels reserved for educational television in New York State not a single one has been activated. FCC Commissioner Lee came to Albany during the recent Legislative session and complained publicly about this fact. Commissioner Lee is working toward the use of all WEF channels for television. As we move closer to an all WEF picture there will be more and more commercial inroads in WEF channels and there is every likelihood that reserved educational television channels will have to be given up as they have in the past.

The Mohawk-Hudson Council on Educational Television here in the Capital District has been granted a Regents Charter permitting it to operate on Channel 17, one of the two channels. Although much equipment has been acquired either through purchase or donation, the Council still needs considerable outside help in getting the station on the air.

There are schools in Watertown and Rochester that are in various stages of planning for an educational television station to serve their areas. Interest in many other areas of the State in furthering educational television has been shown by the membership of our statewide association. With some outside help action would be taken very quickly, I am certain, in putting educational television stations on the air.

March 30, 1961

We in the Capital District have been doing instructional programming for the past eight years on the commercial television stations here. Our in-school program is limited to one half-hour a day simply because the commercial stations have not been able to grant more time.

With only one-half hour a day available, school superintendents are hard put to spend money for television receivers. I have more than fifty letters from area school administrators indicating that they want more educational television programs for their schools and that they would use these programs if they were available. These people are all anxious to see a station go on the air here.

I am convinced that if you were to poll teachers, principals and superintendents throughout the State where educational television programming has been offered and ask them if they see this as a valuable addition to their school program, they would agree that it is. I suspect that even in areas where there is no educational television service you would get the same reply.

But an educational television station requires equipment and personnel and an operating budget that has never figured into school finances in the past. We know that we can help improve education and help to stem the rising costs of education through the use of television. To do this we must have the tool--an educational television station.

This is the third year that the Magnuson Bill has passed the Senate. We know about the many bills that never even got a hearing in the House in previous years. This year educational television is getting a hearing in the House. Speaking for both the Robert-Rodden Council on Educational Television and the New York State Educational Radio and Television Association, may I respectfully recommend that you request favorable action on the bill when you reply to Chairman Harris.

Sincerely yours,

Donald E. Schein
Manager

DES:db

File - Legislative

SCHOOL DISTRICT OF PHILADELPHIA
THE BOARD OF PUBLIC EDUCATION
PARKWAY AT TWENTY-FIRST STREET

ZONE 3

ALLEN H. WETTER
SUPERINTENDENT OF SCHOOLS

MARTHA A. GABLE
DIRECTOR OF RADIO AND TELEVISION EDUCATION

March 30, 1961

Mr. Harold E. Hill
Administrative Vice President
National Association of Educational Broadcasters
DuPont Circle Office Building
1346 Connecticut Avenue, N.W.
Washington (6), D.C.

Dear Harold:

I have written to our AAUW Pennsylvania State Chairman and asked her to round up the members who are constituents of Mr. Curtin of Morrisville. I shall write to him also.

All the best to you.

Sincerely yours,

M. A. Gable

MARTHA A. GABLE
Director

H

File - Log 101
KETC - CHANNEL 9

8988 MILLER ROAD ST. LOUIS, MO. 63114

ST. LOUIS, MO. 63114

March 30, 1961

Honorable John M. Dalton, Governor
State of Missouri
Jefferson City, Missouri

Dear John:

I am informed that Oren Harris, Chairman of the House Interstate and Foreign Commerce Committee, has contacted you to find out what plans Missouri has for activating educational television if federal financial support is forthcoming.

As you may know, a bill has been passed by the Senate which would provide up to \$1,000,000 for each state for the capital needs (other than buildings), of educational television, both open-circuit and closed-circuit. Hearings were held last week by the Subcommittee on Communications, of which Morgan Moulder is the Chairman, on similar legislation that has been introduced in the House of Representatives.

Missouri has four channels reserved for non-commercial educational television: KFTU - Channel 9 in St. Louis which went on the air in September 1954, Channel 19 in Kansas City which I understand started broadcasting this week, Channel 36 in St. Joseph and Channel 25 in Springfield. So far as I know, there are no state-wide plans. However, all of us who have any interest in and knowledge of educational television and its needs, would agree that federal funds are almost a necessity if educational television is to develop fully its possibilities for service to the state.

KFTU, for example, should be able to increase its power from 60,000 watts to the maximum of 316,000 authorized by the FCC. We also have urgent need for additional equipment to put a second studio into operation, a second videotape recorder, and many other important pieces of equipment. Similarly, the University of Missouri needs additional facilities which federal funds would make possible for the more effective operation of its closed-circuit installation. The indications are that federal funds are about the only source we can turn to if these very substantial needs are to be met.

Edward Lambert of the University of Missouri, whom you know, appeared before the Committee last week speaking in favor of the legislation. While I did not testify at the hearings, my own point of view is expressed in the enclosed copy of a letter to Morgan Moulder.

I hope that you will feel it possible for you to give a definite and positive response to Chairman Harris's inquiry. You may consider it desirable to get in touch with Mr. Lambert and with James Bailett, Superintendent

Honorable John W. Dalton

-2-

March 30, 1961

of the Kansas City School System, which operates Channel 19. If I can give you any additional information that will be helpful, please call on me.

With warm regards.

Sincerely yours,

Henry F. Chadeayne
Executive Director

/s/ J
Tno.

EXECUTIVE OFFICE
State of Missouri
Jefferson City

John M. Dalton
Governor

April 3, 1961

Mr. Henry F. Chadeayne
Executive Director, KETC
6996 Millbrook Boulevard
St. Louis 30, Missouri

Dear Mr. Chadeayne:

I have your recent letter about the pending proposals in Congress on educational television. I have received an inquiry from Congressman Harris and am glad to have the benefit of your views and your experience.

As you suggested, I am asking Doctor Lambert and Mr. Hazlett for their ideas and am also making inquiry of the State Department of Education. On the basis of the information which I receive, I will then give a reply to Congressman Harris's inquiry.

Your interest is deeply appreciated.

Sincerely yours,

GOVERNOR

File - Legislation

MICHIGAN STATE UNIVERSITY EAST LANSING

DIVISION OF BROADCASTING SERVICES • RADIO STATIONS • WKAR • WKAR-FM • TELEVISION STATION WMSB

March 31, 1961

Honorable John B. Bennett
Member of Congress
Washington 25, D. C.

Dear Mr. Bennett:

I thought you might be interested in seeing the attached statement which I gave recently before the Subcommittee in connection with the hearings on Federal aid to educational television. It represents the great interest which the schools and educational interests have in the possibility of developing an educational television service for the state of Michigan. As you will see from the report, it is the southern part of the state that will receive most of the service of this type under the existing and planned conditions. Only through a state network system can these special educational services be made available to the northern part of the state and the upper peninsula. It is in these areas that the greatest need exists for additional instructional resources in the fields of science, mathematics, language, music and the arts; and it is these special resources which television can bring to the schools and the communities most effectively.

Thanks for your interest in education and its services to our people. I know that you will give the question serious consideration and your best judgment.

Sincerely yours,

Armand L. Hunter
Director of Broadcasting

ALH:jf
Attachment

cc: Harold E. Hill ✓

Memo from the desk of:

WILLIAM G. HARLEY

Lloyd Mrch 1

Elliot

✓ Sen. Metcalfe
Alb. Phipps
Chr. FCC

✓ Loren Stone

Kenn. Ement 1?

✓ George Brain

✓ Irving

Joyenon, Montana
ETV Project

Loren Jones

✓ Hagynah Cleveland

Mrch 2

✓ 10 o'clock

John Burns, Pres
RCA

✓ John

Schwartz

Cartoon
Eden
man.

And Sup of School
former Chr. of Mass
Exec for
Eden TV.
man

Collins? Teller

Legislation
University of Arizona

OFFICE OF THE PRESIDENT

TUCSON 25, ARIZONA

March 31, 1961

Dear Governor Fannin:

The National Association of Educational Broadcasters has advised me that Representative Oren Harris, Chairman of the House Interstate and Foreign Commerce Committee, indicated a desire that the Governor of each state submit to that Committee views regarding the state's interest in and plans for improving educational television facilities should federal support legislation be passed in the current session of the Congress. I am informed that there is a strong possibility that such legislation will be passed.

Teaching by television is becoming more and more established in various parts of the country. Through the educational television stations excellent instruction is being given, and educational endeavors of other kinds are being carried out very successfully. A bill before the Congress to provide one million dollars in each state to improve educational television facilities over the next five years, if passed, will result in much progress here in Arizona.

The University of Arizona Television Station, KUAT, has made a place for itself during the two years of its operation that far exceeds the expectation at the time the station was established. We have taught a number of courses by television with very satisfactory results. Since the station operates on the open circuit basis, people throughout the community have enjoyed the benefits of these lectures in a variety of fields, including chemistry, anthropology, Spanish, government, and art. At the same time we have had videotape recordings that give to people within the range of KUAT insights into many areas of knowledge.

We received virtually all of the money for the establishment of the television station from outside sources, mainly the Ford Foundation. In the future as the instructional program by television expands, it will be necessary to provide a new and more powerful transmitter and additional studio facilities. In

fact, we will need about one-half million dollars for this equipment and additional building facilities. We are moving out of the stage in which experimentation was conducted to determine the feasibility of instruction by television into the stage of established and normal acceptance of television as a means of teaching that for certain purposes is superior to conventional classroom instruction.

I hope this information will be helpful to you in connection with the inquiry that has come from Representative Harris.

Respectfully yours,


Richard A. Harvill

The Honorable Paul J. Fannin
Governor of the State of Arizona
State House
Phoenix, Arizona

RAH:ckc

bc: ✓ Mr. Harold E. Hill
Dr. Ben C. Markland
Dr. Robert L. Nugent
Dr. David L. Patrick

CHANNEL 8

File - Legislation

6 1
P. O. BOX 1882 • SACRAMENTO 2, CALIFORNIA • WAbash 2-6563

March 31, 1961

Mr. Harold Hill
NAEE
1346 Connecticut Avenue
Washington, D.C.

Dear Harold:

Your wire arrived while I was away working on the survey.

Governor Brown has been contacted and is prepared to speak to the point of California's plans for ETV.

I hope this information doesn't reach you too late.

Best regards,

John C. Crabbe
John C. Crabbe
General Manager

JCC:drs



WILSON W. WYATT
LIEUTENANT GOVERNOR
CHAIRMAN

SENATE MEMBERS
ALVIN KIDWELL
PRESIDENT PRO TEM

JAMES C. WARE
MAJORITY FLOOR LEADER

DURHAM W. HOWARD
MINORITY FLOOR LEADER

CABELL D. FRANCIS
MAJORITY CAUCUS CHAIRMAN

O. O. DUNCAN
MINORITY CAUCUS CHAIRMAN



COMMONWEALTH OF KENTUCKY
BERT COMBS, GOVERNOR

LEGISLATIVE RESEARCH COMMISSION
FRANKFORT

April 3, 1961

HOUSE MEMBERS
HARRY KING LOWMAN
SPEAKER

THOMAS L. RAY
MAJORITY FLOOR LEADER

LEONARD HISLOPE
MINORITY FLOOR LEADER

R. P. MOLONEY
MAJORITY CAUCUS CHAIRMAN

PAUL W. CORNETT
MINORITY CAUCUS CHAIRMAN

CHARLES WHEELER
DIRECTOR

JAMES T. FLEMING
ASSISTANT DIRECTOR

Mr. Harold E. Hill
Administrative Vice President
National Association of Educational
Broadcasters
1346 Connecticut Avenue, N. W.
Washington 6, D. C.

Dear Mr. Hill:

We received your telegram on the morning of March 29. Shortly thereafter Mr. Wheeler, Director of the Legislative Research Commission, telephoned Governor Combs's office and informed one of the Governor's assistants of your message. Mr. Wheeler also informed the assistant of the status of our research, as well as of the existence of a possible plan for ETV in Kentucky which has been prepared by this organization. As of this morning (Monday) we have had no word from the Governor's office. Mr. Wheeler told them, however, that we would be "standing by" should they desire further information.

A copy of the possible plan for ETV in Kentucky has been mailed to Len Press who is working at your office. Because it is primarily a service agency for the General Assembly, the Legislative Research Commission probably will confine itself to advising and consulting about ETV should any further action be taken by the State Government in Kentucky.

Sincerely,

A handwritten signature in blue ink that reads "Edward Schten".

Edward Schten
Supervisor of Research

ES/pg



Legation

SOUTHERN REGIONAL EDUCATION BOARD

180 SIXTH STREET, N. W. · ATLANTA 18, GEORGIA · TRINITY 5-9211

April 4, 1961

AIR MAIL

Dr. Harold E. Hill, Administrative Vice President
National Association of Educational Broadcasters
DuPont Circle Office Building
1346 Connecticut Avenue, N. W.
Washington 6, D. C.

Dear Harold:

I will have a letter sent to Congressman Flynt re the Roberts Bill as early this week as possible.

Dr. William McFarland, head of the Virginia Council on Higher Education, and Dr. H. I. Willett, Superintendent of the Richmond Public Schools, promised to discuss Congressman Harris' letter with Governor Almond. State Superintendent Claude Purcell, State Department of Education, Atlanta, Georgia, agreed to take similar steps with Governor Vandiver.

If you have not reached Governor Ellington in Tennessee, I suggest you alert Kenneth Wright at the University of Tennessee. Several people on the campus, particularly President Holt, would be personally interested in speaking to the Governor about Congressman Harris' letter.

Do you have one or two spare copies of both the Magnuson Bill and Roberts Bill that you could send me? I have managed to be too generous with my copies.

With best personal wishes, I am

Sincerely yours,

Bill

William L. Bowden
Regional Programs Associate

WLB:cm

File Legislation

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY 1

OFFICE OF
DEPUTY COMMISSIONER OF EDUCATION

April 3, 1961

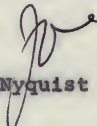
Mr. William J. Ronan
Secretary to the Governor
Executive Chamber
State Capitol
Albany 1, New York

Dear Bill:

Wednesday, March 28, a Mr. Harold Hill called from the Washington headquarters of the National Association of Educational Broadcasters, to advise us that Congressman Oren Harris had recently written letters to all the Governors of the fifty states urgently requesting them to submit promptly a statement of their state's future plans for educational television. Mr. Hill was anxious that our Department alert the Governor's office to the importance of an early reply from Governor Rockefeller to Congressman Harris' letter.

This letter to you will fulfill that function and, at the same time, suggest to you that if we can be of assistance in formulating the Governor's reply we shall be only too glad to do so. Please call upon me if that is a possibility.

Faithfully yours


Ewald B. Nyquist

cc: ☒ Mr. Harold Hill
Mr. Flick
Mr. Morse
Mr. Almstead

legislation



THE UNIVERSITY OF TEXAS

AUSTIN 12, TEXAS

SYSTEM OFFICES
CHANCELLOR

April 4, 1961

Mr. Harold E. Hill
National Association of Educational Broadcasters
Suite 1119
1346 Connecticut Avenue
Washington 6, D. C.

Dear Mr. Hill:

Unfortunately, Mr. Robert F. Schenkkan is ill and will have to be out of the office for a few days.

Upon receipt of your wire of March 29 concerning the request by Chairman Oren Harris for information on state plans for activating educational television, we conferred with Governor Price Daniel. He had not yet received any such request, but I imagine it will be forthcoming within a few days.

Governor Daniel is a truthful man and will not be inclined to go beyond the facts. However, he will tell Congressman Harris that the Texas Education Agency (our state department of education) is promoting and coordinating the development of educational television in the state, that the Legislature now in session is expected to pass a resolution authorizing the preparation of a state plan for educational television, that much coordinated planning has already been achieved through voluntary cooperation of the agencies involved, and that there is high interest in the state in moving forward vigorously with the development of educational television.

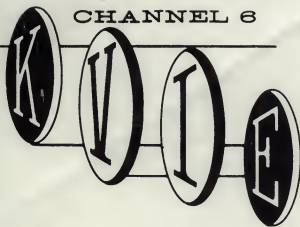
Actually, we have no official state plan and the governor cannot say this. However, he can state quite truthfully that his administration and the State Board of Education are back of the proposed legislative action to establish such a plan, and that the chances of legislative approval are quite good.

Yours truly,

L. D. Haskev
Vice-Chancellor

LDH:ssd

cc: Mr. R. F. Schenkkan



*legislation
(Appearance)*

6 1
P. O. BOX ~~1682~~ • SACRAMENTO ~~CA~~ CALIFORNIA • WAbash 2-6563

April 4, 1961

Mr. Harold Hill
National Association of Educational Broadcasters
1346 Connecticut Avenue
Washington, D.C.

Dear Harold:

I'm sorry this travel became so expensive. I couldn't get tourist accommodations on such short notice. I hope it was worth the investment.

Will you send me several travel voucher forms. I have travel to Seattle, Portland and the Los Angeles area in connection with the survey that I would like to clear up fairly soon.

Thanks,

John C. Crabbe
General Manager

JCC/db

Enclosure



Legislation

April 4, 1961

The Honorable Paul F. Schenck
The House of Representatives
Washington 25, D. C.

Dear Congressman Schenck

Many times in the past I have been privileged to commend you on your services. This time I should like to take the liberty of writing a note relative to some specific legislation that I am sure you are acquainted with.

The legislation referred to is on educational television. I hope you will examine this very carefully. I have been working in educational television for seven years, and I submit that this is indeed worthy of your support.

Very truly yours

George Biersack

GB:MM

CLASS OF SERVICE

This is a fast message unless its deferred character is indicated by the proper symbol.

WESTERN UNION

TELEGRAM

W. P. MARSHALL, PRESIDENT

SF-1201 (4-00)

SYMBOLS

DL=Day Letter

NL=Night Letter

LT=International Letter Telegram

The filing time shown in the date line on domestic telegrams is LOCAL TIME at point of origin. Time of receipt is LOCAL TIME at point of destination

LLB246 CTB218

PRB112 PR MWA016 NL PD MOSCOW IDA 5

1961 APR 5 PM 3 40

HAROLD E HILL, ADMIN VICE-PRES

NATIONAL ASSN OF EDUCATIONAL BROADCASTERS

EDUCATIONALBROADCASTERS 1346 CONNECTICUT AVE WASHDC

GOVERNOR INFORMED AND AGREEABLE TO STATEWIDE T-V PLANS. STATE

FAVORS FEDERAL AID. WILL COOPERATE FULLY

DR W W SNYDER UNIVERSITY OF IDA.

File - Legislation

Legislation
Chicago City Junior College

3400 NORTH AUSTIN AVENUE
CHICAGO 34, ILLINOIS

PETER MASIKO JR., EXECUTIVE DEAN
CLIFFORD G. ERICKSON, DEAN
OF TELEVISION INSTRUCTION

TELEPHONE: SPRING 7-7900

April 5, 1961

Hon. Dan Rostenkowski
House of Representatives
Washington 25, D. C.

My dear Congressman:

The Subcommittee on Communications and Power of your House Interstate and Foreign Commerce Committee has been conducting hearings in connection with legislation to provide Federal aid to educational television.

It was my privilege to prepare a statement for the Subcommittee on March 23, 1961. A copy of this presentation is included for your use.

I strongly support the position that Federal grants should be made available to the States to aid them in initiating and expanding educational service through educational television. Should you have time, when next you are in Chicago, I would be happy to meet with you in person to give you a broader background in our experience with TV College and with WTTW in Chicago and to expand on my reasons for supporting this Federal legislation.

You and your colleagues have the best wishes of your Chicago constituency as you continue your work in the present important legislative session.

Cordially yours,

Clifford G. Erickson
Dean of Television Instruction

CGE:aw
Enc.

CC: Mr. Harold E. Hill
Administrative Vice President

BRANCHES OF THE CHICAGO CITY JUNIOR COLLEGE MAINTAINED BY THE CHICAGO BOARD OF EDUCATION

AMUNDSEN BRANCH
5110 N. DANEK AVE. (25)
LONGBEACH 1-9861

BOGAN BRANCH
3935 W. 72TH ST. (56)
(TO OPEN FALL 1960)

CRANE BRANCH
2220 W. VAN BUREN ST. (12)
HAYMARKET 1-6994

FENGER BRANCH
11220 S. WALLACE ST. (29)
PULLMAN 5-5347

SOUTHEAST BRANCH
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ABERDEEN 4-8235

WRIGHT BRANCH
3400 N. AUSTIN AVE. (34)
SPRING 7-7900

C O P Y

S T A T E O F M I C H I G A N

Executive Office Lansing

PROCLAMATION

EDUCATIONAL BROADCASTING MONTH

Michigan has always been in the forefront in education. Our schools, colleges and universities educate and train our children and our young men and women in the sciences, the arts and the professions. Because of our outstanding educational facilities and faculties, our people are one of our greatest assets.

The Constitution of the State of Michigan sets forth that "the means to education shall forever be encouraged." This our people have done. Our institutions of learning have met the challenges of changing eras and have kept pace with world progress.

Education, like other facets of our society, has adapted itself to scientific advances. Michigan has pioneered in the application of broadcast media to education since 1922 and today enjoys the advantages extended by nine radio and two television education stations. More are in the planning stage.

National recognition has been accorded our largest metropolitan area for its classroom use of television from the early grades through the college level. In addition, there are outstanding adult programs.

Michigan's educational television has shown repeatedly as a useful method of making quality instruction available to every school system and assuring superior utilization of overburdened instructional staffs. Great credit has been reflected on Michigan's educational system as programs have been loaned to school systems throughout the nation.

THEREFORE, I, John B. Swainson, Governor of the State of Michigan, do hereby proclaim April, 1961, as

EDUCATIONAL BROADCASTING MONTH

in Michigan, and urge all our people to give appropriate recognition to this phase of education and to encourage it as a means of providing the fullest benefits to all.

Given under my hand and the Great Seal of the State of Michigan this Thirteenth Day of March in the Year of Our Lord One Thousand Nine Hundred Sixty-one and of the Commonwealth One Hundred Twenty-five.

SEAL

/s/ John B. Swainson
GOVERNOR

BY THE GOVERNOR:

/s/ James M. Hare
SECRETARY OF STATE

File *Legislation*

April 5, 1961

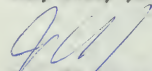
The Honorable Ancher Nelsen
U.S. Representative from Minnesota
House Office Building
Washington, D.C.

Dear Representative Nelsen:

As I am sure you know KTCA-TV, under terms of a grant to its Board of Trustees from the Hill Foundation, has pioneered in the development of a Six-State Educational Television Network. Such a network will be of inestimable benefit to the children of Minnesota and the entire area but will probably be impossible without the provision of Federal aid to educational television.

I enclose a copy of a House Concurrent Resolution adopted March 14th by the Minnesota Legislature which encourages the establishment of the Six-State Network. Similar resolutions have been passed in North Dakota and South Dakota. Similar legislation is now under consideration by the legislatures of Iowa, Nebraska and Wisconsin. Under these circumstances may I respectfully urge you to support such legislation which, I understand, is now before the Interstate and Foreign Commerce Committee of the House of Representatives.

Very truly yours,


John C. Schwarzwalder
General Manager

bc: Harold Hill
Chris Donaldson

File - Legislation

April 6, 1961

Honorable Morgan M. Moulder
House of Representatives
Washington 25, D. C.

Dear Morgan,

I have been following with interest the work of the subcommittee on Communications and Power of the House Interstate and Foreign Commerce Committee as you have been conducting hearings in connection with the consideration of legislation to provide federal aid to educational television. I was especially pleased that you called upon Ed Lambert of the University of Missouri to testify as a witness before you.

May I add my support to this legislation which you are considering. We know that television is a powerful medium of communication. We know that this medium can be used effectively in education. We know, too, that educators will not be able to take full advantage of the medium for educational purposes unless federal aid is forthcoming.

Television, as an aid to education, can only be justified if it improves education or makes education more readily available to greater numbers of our citizens at less cost than other methods. It is difficult for any one institution to justify the initial outlay for television equipment. However, a federal grant would enable a more unified effort on the part of educators in the use of the medium. It is important that educators spend their efforts in utilization of the medium rather than in attempting to obtain equipment.

I hope that your committee will continue to work closely with the National Association of Educational Broadcasters, an organization which represents, I think, the best cross section of thinking today by educators who are aware of the problems associated with educational television broadcasting.

Best wishes to you.

Sincerely,

Neal Balanoff, Chairman
Television, Radio & Film Department
and Director, Audio Visual Services

NB:jm

bcc: Harold E. Hill

Deb -
This came
addressed
to you -
Book

File - Legislation

Congress of the United States
House of Representatives
Washington, D. C.
April 10, 1961

RECEIVED
NAEB - URBANA

AM APR 15 1961 PM
7:00, 10:00, 11:00, 1:00, 2:00, 3:00, 4:00, 5:00

Neal Balanoff, Chairman
Television, Radio and Film Department
Stephens College
Columbia, Missouri

Dear Neal:

I deeply appreciate your letter of April 6, regarding our hearings on educational television legislation. I am having your letter made a part of the record of the hearings so that the other members of the Committee will have the benefit of your opinion on this legislation.

With warmest personal regards,

Sincerely yours,

/s/t/ MORGAN M. MOULDER

RECEIVED
NAEB - URBANA

APR 14 1961
7:00, 10:00, 11:00, 1:00, 2:00, 3:00, 4:00, 5:00

File - Legislation
UNIVERSITY OF NORTH DAKOTA

GRAND FORKS

OFFICE OF THE PRESIDENT

April 7, 1961

Dr. Harold E. Hill
Administrative Vice President
National Association of Educational Broadcasters
1346 Connecticut Avenue
Washington, D. C.

Dear Dr. Hill:

In reply to your telegram may I say that our Governor has been in Washington. He will be advised of your interest.

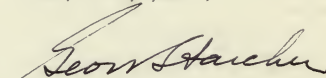
I think the most significant activity I could report, and which I hope you will be able to use, is the fact that our 1961 state legislature passed an appropriation bill providing \$46,350 for the support of educational television. This money is made available for the Superintendent of Public Instruction to use in contracts with non-profit corporations willing to provide additional funds for construction and other expense incident to the development of educational television in our state.

The Superintendent of Public Instruction in North Dakota is Mr. M. F. Peterson, Bismarck, North Dakota. I do not believe concrete steps have been formalized for the use of this money.

I might also point out that a committee called the North Central Educational Television Association, Inc. has been formed in this state to promote educational television in North Dakota. I am a member of that committee, and the chairman is Dr. T. L. Donat, 1702 South 13th St., Fargo, North Dakota.

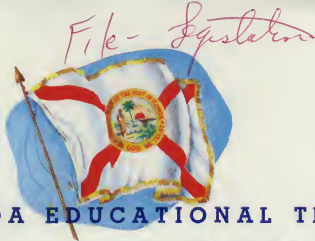
We at the University of North Dakota are very interested in extending our efforts, now confined to closed-circuit television, to the point where we can broadcast on channel two reserved for ETV in our area.

Very truly yours,



George W. Starcher
President

GWS:gj



FLORIDA EDUCATIONAL TELEVISION COMMISSION

Room 112, Knott Building — Telephone: 3-5089

TALLAHASSEE, FLORIDA

MEMBERS

JUDSON FREEMAN, *Chairman*
J. KENNETH BALLINGER
MYRON R. BLEE
FLOYD T. CHRISTIAN
NILES TRAMMELL
JAMES L. WATTENBARGER
STAN WITWER

JAMES ETHERIDGE, JR.
Executive Secretary

April 11, 1961

Mr. Harold Hill, Administrative Vice President
National Association of Educational Broadcasters
1346 Connecticut Avenue
Washington, D. C.

Dear Mr. Hill:

As you requested in your telegram, we furnished Governor Bryant with further information regarding educational television planning in Florida, as well as a copy of the Commission statement which is in the record of the House Committee on Interstate and Foreign Commerce.

However, the Governor's office had no record of having received an inquiry from Chairman Harris.

We were most disturbed recently to learn of Vernon Bronson's illness and we earnestly hope that he is on the mend and is continuing the excellent job he is doing for NAEB and educational television generally.

Sincerely,

James Etheridge
James Etheridge, Jr.
Executive Secretary

JE:mj

FLORIDA E-TV

NETWORK

Newsletter

Issued by Florida Educational Television Commission / Room 112, Knott Bldg. / Tallahassee, Florida

December 2, 1960

FLORIDA IS WAY OUT FRONT !

Of the 50 ETV stations on the air in the Nation, Florida has five of them -- more than any other state. (See list, addresses, Page 3).

When Florida's fifth ETV station -- WFSU-TV, Channel 11, Tallahassee -- went on the air Sept. 19, 1960, it coincidentally became the 50th ETV station in the country.

STATE NETWORK

Florida's five stations are linked in a State network by means of the production and exchange of video tape-recorded courses and programs. The Commission has found that for current purposes the video tape network is not only the most economical method of transmission, but also provides flexibility for local curriculum planning and scheduling.

FROM KINDERGARTEN TO ADULT EDUCATION -- AT HOME

The range of courses being broadcast runs from programs for pre-school age children in their homes, through elementary, secondary and junior college in-classroom instruction, to university level, adult education courses and general information and cultural programs.

An estimated 300,000 students are receiving some instruction or enrichment programs via educational television. The total of such "TV students" has approximately doubled in each of the last two years, and it appears that this rate of increase will continue if necessary broadcasting and receiving facilities are made available.

Universities and junior colleges are working out procedures by which regular college credits can be earned at home by taking courses by TV.

WHAT HAS ETV DONE? WHAT CAN IT DO?

1. MAINTAINING QUALITY INSTRUCTION, in spite of mounting enrollment pressures and problems, has been -- and is -- the primary aim of the Commission and the many classroom teachers and administrators who are so earnestly working with us, but --
2. ETV HAS ALSO SAVED MILLIONS OF DOLLARS in terms of doing many essential tasks at substantially less than traditional methods cost.

Supt. Joe Hall of Dade County says that ETV, used with the "extended day" schedule, has eliminated the need for approximately \$4 million worth of new classroom construction. Some school plants are handling up to 30% more students than they were constructed for -- because ETV makes fuller use of auditoriums, gymnasias, cafeteriums, choral rooms, band rooms and other large, high-cost space with limited use heretofore.

Supt. Hall also says ETV has made possible a more efficient and economical

re-deployment of teachers according to children's needs and teachers' abilities. Large-class instruction in some subject fields has released other teachers to give more time to smaller groups in basic needs, such as remedial reading, mathematics, counseling, increasing use of libraries, etc.

DADE WILL CONSTRUCT ANOTHER STATION

The Dade County School Board is applying to the Federal Communications Commission for a permit to build and operate a second ETV station! Just not enough hours in the day for its one station -- WTHS, Channel 2 -- to meet all the needs. Pittsburgh and Oklahoma City Schools already operate two ETV stations in their areas.

IN SEVEN COUNTIES OF THE PINELLAS-HILLSBOROUGH AREA, Director Thomas Rothchild of the in-school instructional program broadcast by ETV station WEDU Channel 3, Tampa-St. Petersburg, says that among 27 schools in that area using educational television, there was a net instructional saving of \$180,000 last year and a classroom construction saving of \$430,000.

"With educational television," he sums up, "we can teach more children more effectively -- and save money doing it!"

(Of course TV does NOT -- and cannot -- "replace" classroom teachers. It simply helps them do an even better job, by providing them with "a transparent blackboard" through which they can bring the whole world to their students; by giving them more time for small-class or even individual instruction where needed; and by demonstrating that the job they do deserves greater prestige and income. School enrollments will continue to increase so rapidly that Florida could train and employ teachers at twice the present rate -- and still not be able to do the public education job satisfactorily unless effective use of TV helps with the task.)

OTHER THINGS WHICH ETV IS DOING:

- providing small county school systems with good instruction in some fields in which the counties cannot find, or cannot afford to pay, the most competent instructors;
- distributing the skill of the specially gifted teacher to many times as many students as she could teach in a single classroom;
- enabling classroom presentation of many resources and demonstrations which could not otherwise be provided;
- giving opportunity for fast learners to move at a pace commensurate with their abilities, and providing, at lower cost, the repetition necessary for slower learners.

PLANS FOR THE EXTENSION OF ETV IN FLORIDA

The ETV Commission and the STATE DEPARTMENT OF EDUCATION will soon announce plans for submission to the 1961 Legislature for proposed extension of ETV service to more county school systems and public institutions of higher learning.

Among other proposed extensions, the ETV Commission is working with a recently

created non-profit educational corporation, Florida Central East Coast ETV, Inc., formed by public school officials and civic leaders in Orange, Volusia, Brevard, Seminole and other counties in that fast-growing area, to petition the Federal Communications Commission for a drop-in of a Channel 11 frequency near Orlando so that another ETV station might be activated with local and State funds -- if the latter are made available. This is one of several possible network extensions that the Florida ETV Commission is requesting.

FOR THE STATE DEPARTMENT OF EDUCATION, State School Superintendent Thomas D. Bailey appointed a committee (Chairman: Mr. James L. Graham, Director of Administration and Finance, State Department of Education, Capitol, Tallahassee) to recommend sound plans for assisting county school systems in financing the use of televised instruction. This committee has been working for more than three months and is expected to announce its recommendations soon.

YOUR SUPERINTENDENT, SCHOOL BOARD MEMBERS, PRINCIPALS, TEACHERS AND PARENTS may wish to watch for announcement of these proposals (comment, suggestions and inquiries welcomed!) and discuss them with your Legislators before the session next April.

FLORIDA ETV STATIONS, CHIEF OPERATING OFFICERS, AND THEIR ADDRESSES:

Channel 2, WTHS, Miami
Mr. Clif Mitchell, Director of TV
Lindsey Hopkins Building
1410 Northeast Second Avenue

Owned and operated by Dade County
Board of Public Instruction

Channel 3, WEDU, Tampa-St. Petersburg
Tampa Studio:
Mr. LeRoy Lastinger, General Manager
908 South 20th Street

Owned and operated by Florida West
Coast Educational Television, Inc., --
a non-profit civic and educational
corporation on whose Board of
Directors are representatives of
seven county school systems.

St. Petersburg Studio:
Mrs. Aimee Erwin, General Manager
6605 Fifth Avenue, North

Channel 5, WUFT, Gainesville
Dr. Kenneth Christiansen, Director of TV
West Stadium

Owned and operated by the State Board
of Control and the University of Florida

Channel 7, WJCT, Jacksonville
Mr. Gregory Heimer, General Manager
Post Office Box 4758

Owned and operated by Educational
Television, Inc., - a non-profit civic and
educational corporation; and by Duval
County School Board.

Channel 11, WFSU-TV, Tallahassee
Mr. Roy Flynn, Director
Broadcasting Services

Owned jointly by the State Board of Control,
Florida Educational Television Commission
and Florida State University which operates
it.

They'll be happy to have you visit them, and we'll be happy for you to visit the Florida ETV Commission Office, Room 112, Knott Building, Tallahassee, too!

ROBERT F. WAGNER

Mayor

WNYC



WNYC-FM

File - Legislation

SEYMOUR N. SIEGEL

Director

THE CITY OF NEW YORK
MUNICIPAL BROADCASTING SYSTEM

MUNICIPAL BUILDING

NEW YORK 7, N. Y.

WHitehall 3-3600

April 13, 1961

Mr. Harold E. Hill
Administrative Vice President
National Association of
Educational Broadcasters
DuPont Circle Office Building
1346 Connecticut Avenue, N. W.
Washington 6, D.C.

Dear Harold:

I have your note of March 28th and I have
already done what I could to be of help.

With all best wishes, believe me

Cordially yours,

Seymour N. Siegel

Seymour N. Siegel
Director

SNS/cb

File - Legislation

NASHVILLE EDUCATIONAL TELEVISION FOUNDATION

University of Tennessee Nashville Center
810 BROADWAY
NASHVILLE 3, TENN.

ALPINE 6-4798

April 13, 1961

Mr. Harold E. Hill
Administrative Vice President
National Association of Educational Broadcasters
Connecticut Avenue
Washington, D.C.

Dear Harold:

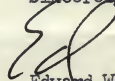
My reply to your telegram is delayed because our secretary resigned last week because of ill health and my new secretary just started today.

I took the matter up with the State Department of Education. Immediately it ended up with my roughing out a letter from Governor Ellington to Oren Harris and preparing a slight more detailed report to be sent by Joe Morgan, Commissioner of Education.

Passage of the House bill and signing by the President would be a great boon to our state. It would mean we in Nashville would have Channel 2 on with full power. It would mean a step in Knoxville very soon, and would certainly hasten the arrangements in Chattoona.

Keep me posted.

Sincerely yours,



Edward Wegener, General Manager

EW/sm

THE UNIVERSITY OF NEBRASKA
LINCOLN 8, NEBRASKA

UNIVERSITY TELEVISION
KUON-TV / CHANNEL 12

April 12, 1961

File - Legislation

Mr. Harold E. Hill
Administrative Vice President
NAEB
Dupont Circle Office Building
1346 Connecticut Ave., N. W.
Washington 6, D. C.

Dear Harold:

Governor Morrison just yesterday announced receipt of Representative Harris' letter of inquiry. He shunted it to the University and to me for reply. A draft is on its way back to the Governor's office for forwarding. If he says one fourth of the things written for him, Nebraska is in good shape.

We had on April 3 met with the Governor to brief him on the entire situation and believe we have a friend sitting behind that desk.

As soon as we receive copies of the actual letter of transmittal, we will forward same to your office.

Cheers.

Sincerely,

Jack McBride

JMcB:n

Jack McBride
Director of Television
and KUON-TV

File - Legislative

April 22, 1961

Mr. William H. Rice
Governor's Office
Springfield, Illinois

Dear Bill:

For possible assistance to the Governor, and for his information, I'm enclosing a suggested draft of a letter he might use in replying to the inquiry from Congressman Oren Harris, a copy of Wisconsin's Governor to a similar inquiry, and an NAEB special report which has some background on the pending legislation.

Bill, the Governor might also wish to consider the possibilities of appointing a Statewide Educational Television Commission. I'm sure there would be little difficulty in securing Legislative approval. One such resolution was introduced last session, but it was ill advised because it didn't get into channels. I know that Mr. Wilkins has a Committee on Teaching Aids, but this is not pin-pointed on ETV. Just a suggestion. If any help needed at anytime, you know I'll be happy to aid.

And, to you, sir, many thanks for your trouble.

Sincerely,

Frank E. Schooley
Director, University
Broadcasting

Enc. 2
FES:1

DRAFT

Congressman Oren Harris, Chairman
Committee on Interstate and Foreign Commerce
Room 1334, House Office Building
Washington, D. C.

Dear Congressman Harris:

This is in reply to your letter of March 28 inquiring about the interest of pending federal legislation as it might affect the State of Illinois. I wish to express general approval of the educational television legislation now being considered by your committee, although, obviously, I am making no judgment on the details of the various proposals before you.

Interest in and action about educational television has already been manifested in Illinois. The University of Illinois has had an ETV station on the air since 1955, Southern Illinois University is in the process of constructing one, and in Chicago the metropolitan area is being served by a community ETV station. Closed-circuit use of television for instructional purposes has been going on in some of our schools for some time. For example, Evanston Township high school. WTTV in Chicago, in cooperation with the Chicago Board of Education, has been presenting instruction for the Chicago Teacher Colleges.

I feel that educational television in Illinois would be further developed if federal aid and encouragement were to be given. In the long run, television may be one of the important aids in meeting the heavy demands of society on our educational institutions at all levels. In Illinois we have six state supported universities, and many junior colleges, in addition to our elementary and secondary schools. I foresee the use of television by many of them in the years ahead.

I shall be happy to furnish you with additional information at anytime it would be helpful.

Sincerely yours,

FE3fb

File - Legislation

THE UNIVERSITY OF TEXAS

RADIO/TELEVISION

MEMORANDUM

DATE: May 19, 1961

To: Harold Hill
From: Bob Schenkkan

Attached letter from Governor Daniel to Oren Harris for your information.

RECEIVED
NAEB HEADQUARTERS

MAY 22 1961

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EXECUTIVE DEPARTMENT

AUSTIN 11, TEXAS

PRICE DANIEL
GOVERNOR

May 11, 1961

RECEIVED
NAEB HEADQUARTERS

MAY 22 1961

AM 7:8:9:10:11:12: 1:2:3:4:5:6
PM

C
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P
Y

Honorable Oren Harris
House of Representatives
House Office Building
Washington, D. C.

Dear Congressman Harris:

I would like to supplement the information given you in my letter of April 14 concerning the development of educational television in Texas.

The Texas Education Agency is authorized to plan and coordinate the development of educational television services in the State. Its accustomed method of operation is to undertake such development by the formation of advisory commissions and committees, by conducting studies, and by formulating leadership-type proposals which are accepted by local authorities and statewide organizations. Just this week it is launching a large statewide demonstration project in the use of new educational media in which educational television plays a prominent role.

Financing, erecting, and operating educational television stations is a local responsibility in this State. A ruling of our Attorney General makes it clear that local school districts and junior college districts have legal power to use tax funds for the purchase of educational television services. A new educational television station is soon to go on the air in the San Antonio-Austin area with a large share of its operating funds coming from such support.

In brief, the State of Texas has adequate machinery to formulate a statewide plan for educational television and to allocate any funds which become available for the construction, equipment, and operation of non-profit educational broadcasting.

Honorable Oren Harris

May 11, 1961

Page 2

Interest in such development appears to be high. When a sufficient number of stations can be activated, they can with the leadership of the Texas Education Agency be joined in a statewide network.

Kindest personal regards.

Sincerely yours,

PD:js

Copy to Mr. L. D. Haskew

Mr. Bob Schenkkan ✓

Statement
by
Abraham Ribicoff
Secretary of Health, Education, and Welfare
before the
Subcommittee on Communications and Power
of the
Committee on Interstate and Foreign Commerce
United States House of Representatives
Wednesday, May 17, 1961, 10:00 a.m., EDT

Mr. Chairman and Members of the Committee:

I appreciate this opportunity to appear before you to offer this testimony relating to six bills designed to complete a nationwide system of educational television.

I am here to support the general objective of these bills.

I shall also suggest some modifications through which I believe this objective will be more quickly and efficiently achieved. The modifications would be to meet technical situations in the television field.

The bills on which I am making this statement are: H.R. 965 by Representative Oren Harris of Arkansas; H.R. 132 sponsored by Representative Kenneth A. Roberts of Alabama; H.R. 5099 by Representative Byron G. Rogers of Colorado; H.R. 5536 by Representative Harris McDowell of Delaware; H.R. 2910 by Representative Clifford G. McIntire of Maine; and H.R. 645 by Representative Hale Boggs of Louisiana.

The very fact that these gentlemen come from geographical areas so widely scattered over the country is evidence of the general need for this legislation.

Each of these bills would authorize, for the purpose of educational television, grants to the States of a total not to exceed \$1 million in any State. These grants would be used to assist public agencies and nonprofit organizations to acquire broadcasting apparatus for educational television.

H.R. 932, H.R. 5099, and H.R. 5336 include two further provisions:

1. State matching of Federal funds on a 50-50 basis.
2. State surveys of the needs for educational television and

State plans for a construction program.

We recommend the inclusion of such provisions in the legislation.

I do not believe that ETV stations will have enough vitality to survive unless the areas they serve show enough interest and put up at least half the funds. And I consider the most careful planning absolutely essential if the entire country is to be served by educational television.

For the surveys and plans we recommend the same amount mentioned in the three bills, an authorization of \$520,000, with not more than \$10,000 to be granted to any State.

For construction, we recommend the authorization of \$25 million which when matched by the States would mean an investment which will average about \$1 million for each State, which is included in all the bills.

The total authorization for Federal grants in the 4 years would thus be \$25,520,000.

In addition, and for the technical reasons which will be developed in this testimony, we recommend:

1. That provisions be included whereby State plans may be developed cooperatively into interstate or regional plans.
2. That construction grants be made on a project-by-project and not a State-by-State basis.

Any one of the bills now before you could be modified to meet our recommendations.

This Administration Favors ETV

This administration strongly favors a nationwide system of educational television. No domestic challenge which faces us is more crucial than education.

Educational television could help us catch up on our school work, in which, I regret to say, we are behind. It could focus sustained national attention on music, art, literature and drama.

It could help us to make scientific progress.

And educational television will advance as science advances.

Already an experiment is underway on an airborne instructional program in the Midwest. We look forward to a future in which information and instruction may be conveyed from nation to nation through installations in outer space.

President Kennedy in his education message of February 21 this year said: "Our twin goals must be a new standard of excellence in education-- and the availability of such excellence to all who are willing and able to pursue it."

The achievement of those two goals could be hastened by the legislation now before you. Television is as great in its possibilities of increasing the excellence of education as the invention of printing was in its time. And no medium has ever equaled television in availability to all.

Of course we all understand that television will never do all of our education. It will never supplant person-to-person and classroom teaching. Television is simply a powerful instrument to open up many more vistas in the lifelong educational process.

The States Are Ready for ETV

The chairman of your full committee, Representative Oren Harris, recently sent an inquiry to the Governors of all the States with regard to their readiness to participate in a cooperative Federal-State matching program for the establishment of educational television plans and facilities.

The replies were turned over to our Department for analysis.

Twenty-five replies from Governors were in the affirmative. These came from Alabama, California, Hawaii, Idaho, Illinois, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, New Jersey, New Mexico, North Carolina, New York, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Tennessee, Vermont, Washington, and the Commonwealth of Puerto Rico. *opposed*

Miss. Iowa, Arkansas
Eight replies were indefinite. In these cases, the question was pending before State legislatures, or the opinion of another official was being sought, or the Governor was not yet ready to deal with the question. These replies were from Alaska, Delaware, Kansas, Maine, Nevada, New Hampshire, Ohio, and the District of Columbia.

Fourteen States have not yet been heard from. From other records, however, we know that six of these have one or more operating educational television stations within their borders. They are Colorado, Florida, Iowa, Kentucky, Louisiana, and Utah. ~~One additional State has a station under construction, Connecticut.~~ It seems reasonable to anticipate that later replies from these areas will maintain the high ratio of affirmative responses evidenced by those already in hand.

A Good Foundation Has Been Laid

Many here remember the dramatic hearings before the Federal Communications Commission in 1952 which resulted in the reservation of a block of television channels for educational television.

These hearings made possible the ETV stations now broadcasting in this country, which we now seek to add to and also to link together in networks for broadcasts important to an entire area.

The evidence presented to the FCC in 1952 was impressive indeed. It had been assembled by trained researchers who sat, hour after hour, day after day, in front of television sets in New York, Chicago, and Los Angeles. The subject matter on all channels was charted and analyzed from sign-on to sign-off--so many minutes devoted to entertainment, to crime, and violence, to advertisements, to education and culture.

Obviously educational television is needed as much now as it was in 1952, and we are encouraged by Federal Communications Commission Chairman Newton Minow's announcement that he will do all in his power to promote a nationwide educational television system.

The channels set aside for educational use in 1952 totaled 242. These have since been increased to 268, of which 90 are VHF (very high frequency) and 178 are UHF (ultra high frequency).

These are all open-circuit stations and include such important trailblazers as the Community-supported stations of Boston, Chicago, St. Louis, Pittsburgh, San Francisco, Minneapolis-St. Paul, and New Orleans.

The typical educational television station devotes its schoolday hours to programs for the classroom at all levels--elementary, secondary, and higher. The late afternoon is usually devoted to programs for women and children, whereas the evenings are devoted to adult education as well as cultural and educational types of programming.

Of the stations now on the air, about 40 percent are financed and controlled by universities, about 20 percent are part of a public school system, and the remaining 40 percent are sponsored by independent community agencies.

Two cities, Oklahoma City and Pittsburgh, already have started their second ETV stations. Miami and Milwaukee have applied for their second allocations.

In contrast, there are great areas still largely unserved by ETV. One of them is the vast metropolitan complex starting in New England and reaching on down to Washington, D.C., and Virginia.

In much of this area, which includes about one-fifth of the population of the United States, commercial stations had been set up to use all existing channels before the FCC set-aside for educational television was made. New York State conducts its extensive programs of in-school television over a commercial station. A study is now underway to find out if frequency allocations are available to set up a regional educational television network in this highly populated area--which, incidentally, is exceptionally rich in education resources.

All the VHF channels reserved by the FCC in areas of more than 300,000 population have now been assigned.

The task of the next 4 years will be stimulating new VHF stations in low-population areas and in making use of the UHF channels in all areas needing ETV.

Where it is in use, ultra high frequency television has been well accepted. Its adoption has been hampered by the fact that the manufacturers have not produced many sets capable of receiving UHF. However, it is entirely possible to produce TV sets which receive all frequencies.

The problem now being faced by this committee is to make it possible for the remaining bands to be used in such a fashion as to best serve the population which does not yet have access to educational television. It is obvious from the situation I have described that the plans and

services often should be interstate or regional and that the allocations of funds should be project by project, rather than State by State.

Our Proposals

Our proposals are put into legal language in my letter to the Chairman which I hereby furnish for the record.

In essence, these proposals provide for:

Surveys and program development.--We recommend authorization of \$520,000 to enable the Commissioner of Education to make grants to the States to cover one-half the costs of conducting surveys and developing programs for educational television. Not more than \$10,000 would be granted to any State. The legislation should make clear that multistate, area, or regional planning and surveys would be encouraged. Modifications of the requirements otherwise applicable on a State basis to facilitate accomplishment of this objective should be authorized.

Projects for construction of ETV facilities.--The legislation should authorize the Commissioner of Education to make grants on a project basis under priorities to be established. The criteria for such priorities should be designed to achieve the prompt and effective use of the available channels, equitable geographical distribution of the facilities throughout the country, and the setting up of the facilities in such a way as to serve the greatest number of people and broadest uses possible. We recommend an aggregate of \$25 million to be authorized over a 4-year period to pay up to one-half the costs of approved projects. This would be matched by the payment of one-half the costs by the individual sponsoring agency.

If State plans have been made, the grants would proceed in accordance with the State plan. If not, the grants could be made available by the Commissioner directly after the State has had a reasonable opportunity to prepare such a plan.

Our proposals would include a definition in the bill which would exclude from Federal grants closed-circuit transmission within a single school or occupying a single site. We do not believe Federal funds are warranted for this limited type of facilities.

Research and Experimentation.--Two other pieces of legislation recommended by the Kennedy administration could round out Office of Education services to educational television.

One is the "Educational Assistance Act of 1961" which provides for new demonstration programs to meet special education problems. Such programs might include the use of a new media such as television.

The other is currently in progress--the provision under title VII of the National Defense Education Act whereby research is being carried on to evaluate and aid in the development of television and other audio-visual education media. President Kennedy has recommended that the National Defense Education Act, which expires next July 1, be extended and improved.

ETV Has Proven Its Worth

Educational television has proven its worth. More than 50 careful studies provide evidence that anything that can be taught by lecture and demonstration in the classroom can be taught at least as well by television.

As one example, a complete junior college curriculum has been on the air for 5 years in Chicago. It has been taken by thousands of students. Tests have proven that these televised courses have brought students to the level of skill attained by classroom practice.

There have been spectacular demonstrations that television can do certain instructional tasks much better than they can be done in the classroom.

For instance, in test-tube chemistry and other courses requiring minute motions, every television student can watch as well as though he were in the front row in the classroom.

A 10-member educational media study panel of the Office of Education met in January and, on the basis of the 50 studies, compiled a list of the areas in which educational television appears to offer important advantages. A summary of their findings follows:

1. Educational television affords unique opportunities for massive and rapid qualitative improvement of education which is now a national challenge.
2. Educational television provides a means of removing the barriers which have kept American teachers from being able to observe their colleagues in action. For years teachers never see other teachers in action--it is as though actors could never see plays.
3. Educational television gives parents a chance to get back into the orbit of education. They can look at will into the classroom.
4. Educational television offers opportunities to focus national attention and effort on general cultural improvement.
5. Educational television, by strengthening the fiber of our own education and culture, will also provide the needed basis for strengthening similar efforts elsewhere in the free world.

Educators Have Accepted TV

For some years educational leaders were cautious about using television in the classroom. There were even fears that TV would replace the teachers, that it would make teaching mechanical, and that pupils would become mere robots.

Nine years of experience with educational television stations have brought the whole subject into perspective. Educators have learned that TV is neither a curse nor a cure-all. They have learned that it is simply another medium for getting ideas across--and a very powerful one.

As I see it, the legislation you are considering today has for its primary purpose making educational television available to every section of the United States where it is needed and can be useful.

It seems to me that the time is ripe for such action. The administration is ready for it. The States are ready for it. The foundation has been laid. Experience has proven its worth. And the educators now accept it.

No specific limit per state, except in survey funds, but he later added
\$ million

	Min	Ave	Max
Establish	60,000	230,000	1,500,000
Operation	30,000	200,000	1,500,000

Right of transference
between states - or
pooling

File - Legislative

June 2, 1961

Mr. R. F. Schenkman
Director, Radio/Television
The University of Texas
Austin 12, Texas

Dear Bob:

In reply to your letter of May 25, my guess would be that Governor Daniel's letter was received in Oren Harris' office too late to be sent over to HEW in time for them to include it in their analysis. The report I gave in the "Washington Report" was extracted from Secretary Ribicoff's testimony. I am sure that Governor Daniel's letter has now been made a part of the committee records.

I am sorry that the "Washington Report" might have been misleading in this particular respect. However I had hoped that my wording was such that it would be evident that I was quoting from Ribicoff's testimony. Incidentally we are very grateful for all the work that you have done in this regard. I just hope that you are feeling better now and that you will soon be able to be back at your desk full time.

Incidentally, on another matter, we are going to try to get President Kennedy for our convention here this fall. If we are unable to do so, we would naturally like to have Vice President Johnson. In this event, would it be best for us to get in touch with you to see whether or not you could get him to attend and speak, or should we contact someone here? I would appreciate your dropping me a note about this.

Cordially,

Harold E. Hill
Administrative Vice President

HEH:klp



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NAEB HEADQUARTERS

MAY 29 1961

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RADIO / TELEVISION

THE UNIVERSITY OF TEXAS

AUSTIN 12, TEXAS

ROBERT F. SCHENKKAN, DIRECTOR

GREENWOOD 8-6691

May 25, 1961

Mr. Harold Hill
NAEB Headquarters
1346 Connecticut Ave. - Suite 1119
Washington 6, D. C.

Dear Harold:

I received the Washington Report of June, 1961,
and in the roll call of affirmative replies
from the governors, I do not see Texas.

I enclose with this note copies of Governor
Daniel's letter to Chairman Harris. I think
you will agree this is affirmative.

Regards,

Sincerely,

R. F. Schenkan

RFS:am
enclosure



RECEIVED
NAEB HEADQUARTERS

MAY 2 8 1961

AW 7/8/10/11/12/1/2/3/4/5/6 P.M.

EXECUTIVE DEPARTMENT

AUSTIN 11, TEXAS

May 11, 1961

PRICE DANIEL
GOVERNOR

C
O
P
Y

Honorable Oren Harris
House of Representatives
House Office Building
Washington, D. C.

Dear Congressman Harris:

I would like to supplement the information given you in my letter of April 14 concerning the development of educational television in Texas.

The Texas Education Agency is authorized to plan and coordinate the development of educational television services in the State. Its accustomed method of operation is to undertake such development by the formation of advisory commissions and committees, by conducting studies, and by formulating leadership-type proposals which are accepted by local authorities and statewide organizations. Just this week it is launching a large statewide demonstration project in the use of new educational media in which educational television plays a prominent role.

Financing, erecting, and operating educational television stations is a local responsibility in this State. A ruling of our Attorney General makes it clear that local school districts and junior college districts have legal power to use tax funds for the purchase of educational television services. A new educational television station is soon to go on the air in the San Antonio-Austin area with a large share of its operating funds coming from such support.

In brief, the State of Texas has adequate machinery to formulate a statewide plan for educational television and to allocate any funds which become available for the construction, equipment, and operation of non-profit educational broadcasting.

Honorable Oren Harris

May 11, 1961

Page 2

Interest in such development appears to be high. When a sufficient number of stations can be activated, they can with the leadership of the Texas Education Agency be joined in a statewide network.

Kindest personal regards.

Sincerely yours,

PD:js

Copy to Mr. L. D. Haskew

Mr. Bob Schenkkan ✓



EXECUTIVE DEPARTMENT

AUSTIN 11, TEXAS

PRICE DANIEL
GOVERNOR

May 1, 1961

C
O
P
Y

Honorable Oren Harris
House of Representatives
House Office Building
Washington, D. C.

Dear Congressman Harris:

I would like to supplement the information given you in my letter of April 14 concerning the development of educational television in Texas.

The Texas Education Agency is authorized to plan and coordinate the development of educational television services in the State. Its accustomed method of operation is to undertake such development by the formation of advisory commissions and committees, by conducting studies, and by formulating leadership-type proposals which are accepted by local authorities and statewide organizations. Just this week it is launching a large statewide demonstration project in the use of new educational media in which educational television plays a prominent role.

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Kindest personal regards.

Sincerely yours,

PD:js

Copy to Mr. L. D. Haskew

Mr. Bob Schenkkan ✓

File - Legislative

MISSISSIPPI STATE UNIVERSITY

STATE COLLEGE, MISSISSIPPI

OFFICE OF THE PRESIDENT

June 7, 1961

Mr. Harold E. Hill
Administrative Vice President
National Association of Educational Broadcasters
DuPont Circle Office Building
1346 Connecticut Avenue, N. W.
Washington 6, D. C.

Dear Mr. Hill:

This will acknowledge your letter of June 5. We are communicating with Congressman William Colmer concerning the status of educational television in Mississippi.

Our gratitude continues for your leadership in this important educational activity.

Sincerely yours,



D. W. Colvard
President

DWC:lcc

RECEIVED
NAEB HEADQUARTERS

JUN 9 1961

AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

1

File - Legislative
RADIO STATION WTDS
1901 W. CENTRAL AVE.
TOLEDO 6, OHIO

RECEIVED
NAEB HEADQUARTERS

June 9, 1961

JUN 12 1961

AM PM
7 8 9 10 11 12 1 2 3 4 5 6

The Honorable Thomas Ludlow Ashley
House of Representatives
Washington 25, D. C.

Dear Lud:

Subject: H.R. 932, 5099, 5336 and Ribicoff's Testimony
May 17 before House Subcommittee on
Communications and Power

Every note of thanks you get is probably the preface to another request for help--just like this one! I'm enclosing copies of correspondence with the National Association of Educational Broadcasters headquarters staff in Washington: my letter of May 24 and Harold Hill's letter of June 1.

You will note my point: that the stations which have not succeeded in getting into operation would receive up to \$125,000 in matching grants, and those now in operation receive nothing--even though their equipment is substandard and ready for the scrap heap.

There are two faulty assumptions operative: 1., that being on broadcast is proof of adequate equipment and adequate funds for operation, and 2., that not being in operation is proof of financial inability to get into operation. Neither assumption is necessarily true. What is true here in Toledo, however, is that we are in operation with equipment that is sub-standard for broadcast both because of its age and its make. We don't even have high grade baling wire to hold things together. And the damnable thing about it is that we do have the production talent and the trained broadcasters to do a bang-up job. If Harold Hill is right, that "all matching funds would have to be new funds" with "no credit...for expenditures already made"--and he's usually right--we are being penalized for our inventiveness and resourcefulness.

Since the final legislation hasn't been written, perhaps you would be able to re-shape it to our local interests and to those of the National Association of Educational Broadcasters. The NAEB's Washington office is located in the DuPont Circle Office Building, 1346 Connecticut Avenue, and Harold Hill, Administrative Vice-President, or William Harley, President, would gladly fill you in with the background.

Sincerely,


Harry D. Lamb
Director

HDL/jb
Encl.

CC: Harold Hill, NAEB ✓



File - Legislative

SOUTHERN REGIONAL EDUCATION BOARD

130 SIXTH STREET, N. W. · ATLANTA 13, GEORGIA · TRINITY 5-9211

June 13, 1961

Mr. Harold E. Hill
Administrative Vice President
National Association of
Educational Broadcasters
DuPont Circle Office Building
1346 Connecticut Avenue, N.W.
Washington 6, D. C.

Dear Harold:

Thank you for your informative and helpful letter of June 2 concerning the educational television bills. We will want to write to the Southern members of the House Rules Committee.

With personal regards and best wishes, I am

Sincerely yours,

Bill

William L. Bowden
Regional Programs Associate

WLB:jt

RECEIVED
NAEB PL. DEPT. ARTERS

JUN 15 1961

AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

File - Legislative

MISSISSIPPI STATE UNIVERSITY

STATE COLLEGE, MISSISSIPPI

SCHOOL OF ARTS AND SCIENCES
OFFICE OF THE ASSOCIATE DEAN
FOR LIBERAL ARTS

RECEIVED
NAEB HEAD

JUN 15 1961

June 13, 1961

AM
7/8/9/10/11/12/1/2/3/4/5/6

The Honorable William Colmer, M.C.
House of Representatives
Washington, D.C.

Dear Mr. Colmer:

It has come to our attention that legislation for federal aid to educational television is now being drafted by the Department of Health Education and Welfare as a result of favorable hearings before the House Subcommittee on Communication and Power. Since any proposed measure will be reviewed and acted upon by the House Rules Committee, of which you are a member, we have felt that we should bring to your attention developments in the ETV area now under way in Mississippi, particularly since we at Mississippi State University have a vital interest in this matter.

At the outset, may I point out that the concern of Mississippi State University with ETV derives from the fact that we have channel 2, the only educational allocation on the VHF band in Mississippi. Naturally, this channel is much desired by commercial broadcasters and to date we have managed successfully to stave off all attempts to have the F.C.C. turn the channel over for commercial uses. However, we are now in the position of having to do something ourselves toward the activation of channel 2 or give up the whole idea.

In view of our unique situation channel-wise, President D. W. Colvard has felt that whatever is done with channel 2 should be on a state-wide basis, and should extend to the entire educational community, including the public schools. To this end, an ETV committee representing the five senior white state-supported institutions was set up by the Council of Presidents of the Board of Trustees, Institutions of Higher Learning. This committee has been added to by Superintendent J. M. Tubb, who has appointed representatives from the junior college and public school areas. Thus, our planning for educational television in Mississippi has become a cooperative operation and we envision a state-wide ETV network growing out of the activation of channel 2.

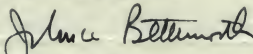
It is felt that ETV will be a great boon to our state in its efforts to meet its critical educational needs. Television will supplement the work of the classroom teacher and professor. It will particularly make possible the handling of larger classes, which are an absolute necessity in view of the current teacher shortage, which promises to get more severe as time passes. We are under no delusion that ETV will be a great money-saving economy. But in a state of modest financial resources such as ours is, we shall better be able to handle our educational needs through the efficiency of television. In short, ETV will save us money we don't have!

Mr. Colmer
Page 2
June 13, 1961

Naturally, Mississippi will need federal aid in its venture into ETV. Although the state legislature will naturally have to foot a part of the bill, the cost would be prohibitive were we left to our own financial resources. We shall need the maximum of the proposed matching funds. We urge you to exert your influence both in Washington and in Mississippi to see that the appropriate federal and state legislation is passed.

Thanking you for your good offices, I am

Sincerely yours,



John K. Betterworth
Chairman
State ETV Committee

pjp

cc: Dr. D. W. Colvard

bc: Mr. Harold E. Hill



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
BOX 911, HARRISBURG

June 14, 1961

Mr. Harold E. Hill
Administrative Vice President
National Association of Educational Broadcasters
DuPont Circle Office Building
1346 Connecticut Avenue, N.W.
Washington 6, D. C.

RECEIVED
NAEB HEADQUARTERS

18 1961

AW 7 8 9 10 11 12 1 2 3 4 5 6 P.M.

Dear Mr. Hill:

You were most thoughtful to write me as you did on June 5, with respect to pending Legislation to provide Federal Aid to Educational Television. We are extremely interested in the pursuit of this matter and welcome the opportunity to assist and cooperate in any way we can. Please do not hesitate to be in touch with us regarding our helping in this matter. Our State Superintendent, Dr. Charles H. Boehm, shares in these expressions.

Sincerely

Neal V. Musmanno
Deputy Superintendent

WTDS

Copied 1961

June 16, 1961

Mr. Harry D. Lamb
Director, WTDS
Radio-TV Education Dept.
Toledo Public Schools
1901 West Central
Toledo 6, Ohio

Dear Harry:

I can understand your concern about the provisions of the Ribicoff approach. The new version of the Magnuson - Roberts bill, which has just been reported out by the Subcommittee, and it ties in fairly closely with his recommendations. In particular, it lays special emphasis upon the use of these funds for activating the unused channels. On the other hand, it does not preclude the use of these funds for expanding or extending existing stations. If the state survey on the "need for and utility of additional educational television broadcasting facilities" indicates that a part of this development requires the improvement of existing educational television facilities, such distribution of funds would be approved by the Commissioner.

The pertinent language in the bill is as follows: "The Commissioner shall base his determination as to whether to approve applications for grants . . . on criteria set forth in regulations and designed to achieve (1) prompt and effective use of all educational television channels remaining available, (2) equitable geographical distribution of educational television broadcasting facilities throughout the States, and (3) provision of educational television broadcasting facilities which will serve the greatest number of persons and serve them in as many areas as possible, and which are adaptable to the broadest educational uses."

June 16, 1961

In our judgement, a serious omission in the new legislation is the failure to provide credit in the matching requirement for previous expenditures for educational television facilities. As you say, this is the kind of thing that rewards the laggards who have never done anything up till now in ETV and penalizes those who have already made a considerable effort and investment. We have hopes that this provision can be restored in conference along with an increase in the total amount of monies appropriated.

Sincerely yours,

William G. Harley

WGH:rkf

WTDS

The Radio Voice of the Toledo Public Schools

91.3-FM

Radio-TV Education Department . . 1901 West Central, Toledo 6, Ohio . . Greenwood 9-5373

HARRY D. LAMB

DOROTHY KELLOGG

MILDRED COWELL

DOROTHY MATHENY

May 24, 1961

RECEIVED
NAEP HEADQUARTERS

MAY 25 1961

AP 7 15 10 11 12 1 2 3 4 5 6 PM

Mr. William Harley ✓
Mr. Harold Hill
The National Association of Educational Broadcasters
1346 Connecticut Ave. N.W.
Washington 6, D. C.

Dear Bill and Harold:

I've just read the June issue of the Special Washington Report and I'm curious as to whether a strict reading of Ribicoff's "recommendation for \$25 million was based on an average of \$125,000 for each of the approximately 200 unactivated reserved channels" wouldn't deprive all activated channels of any aid.

WOTE is activated, but we certainly need much more than \$125,000 to bring us up to full power and up to proper broadcast standards. Would we be ineligible for a grant? Certainly there are other operating stations who face the same problems: equipment sub-standard, insufficient in depth, and needing funds beyond local sources. If this formula is merely a means for estimating needs and not a pattern for distribution, I can accept it. Otherwise, not. It rewards the laggards who can afford the cost and penalizes those who with considerable effort have just managed to get into broadcast.

Sincerely,

Harry D. Lamb
Harry D. Lamb
Director

HDL/jb

87TH CONGRESS
1ST SESSION

S. 2109

RECEIVED
NAEB HEADQUARTERS

JUL 17 1961

7/8/9/10/11/12/1/2/3/4/5/6
P.M.

IN THE SENATE OF THE UNITED STATES

JUNE 20, 1961

Mr. MAGNUSON (by request) introduced the following bill; which was read twice and referred to the Committee on Commerce

A BILL

To amend the Communications Act of 1934 in order to give the Federal Communications Commission certain regulatory authority over television receiving apparatus.

- 1 *Be it enacted by the Senate and House of Representa-*
- 2 *tives of the United States of America in Congress assembled,*
- 3 That section 303 of the Communications Act of 1934 (47
- 4 U.S.C. 303) is amended by inserting at the end thereof the
- 5 following:
- 6 “(s) Have authority, whenever the objectives of this:
- 7 Act so require, to prescribe minimum performance capa-
- 8 bilities for apparatus designed to receive television pictures
- 9 broadcast simultaneously with sound, when such apparatus
- 10 is traded or shipped in interstate commerce, or is imported

1 from any foreign country into the United States, for sale or
2 resale to the public.”

3 SEC. 2. Part 1 of title III of the Communications Act of
4 1934 is amended by inserting at the end thereof a new sec-
5 tion as follows:

6 “SEC. 330. No person shall trade or ship in interstate
7 commerce, or import from any foreign country into the
8 United States, for sale or resale to the public, apparatus
9 described in subsection 303 (s) unless it complies with mini-
10 mum performance capabilities prescribed by the Commission
11 pursuant to section 303 (s) : *Provided*, That this section shall
12 not apply to carriers transporting such apparatus without
13 trading in it.”

87TH CONGRESS
1st Session

S. 2109

A BILL

To amend the Communications Act of 1934 in order to give the Federal Communications Commission certain regulatory authority over television receiving apparatus.

By Mr. MAGNUSON

JUNE 20, 1961
Read twice and referred to the Committee on
Commerce

Legislative - 1961

June 27, 1961

The Honorable Thomas Dodd
The United States Senate
Washington 25, D.C.

Dear Senator Dodd:

In carrying on your investigation of the impact of television on juvenile delinquency, I wonder if your attention has been directed to an important research work entitled "Television and the Child" by Himmelweit, Oppenheim, and Vince. This series of social-psychological studies of the influence of television on children is regarded by many as the most authoritative and responsible research in this area.

Although the studies were conducted in England, they have a great pertinency to our own country. They show, among other things, the effect of television on childrens' outlook and the impact upon them of westerns and crime and detective series.

The entire book is available from the Oxford University Press, but a reprint of the first four chapters can be obtained from the Television Information Office, 665 Fifth Avenue, New York 19, New York.

You are probably well aware of this publication, but I thought I might mention it in case it might have escaped your notice.

Sincerely yours,

William G. Harley

WGH:rkf

June 27, 1961

Mr. Bernarr Cooper
Department of Speech
Florida State University
Tallahassee, Florida

Dear Bernarr:

I have written to Senator Dodd regarding Television and the Child. In case it has escaped his notice, I trust that his staff will procure a copy of the book, or a reprint of it, in case they do not already have it in their collection. Senator Dodd seems to be sincere about his investigation, though as you know, these things are often put on for show or to gain notoriety. I sat in for a while the other afternoon when they were giving ABC's Trays a good going over.

With reference to the speech association convention - I still don't know for certain. However, the next couple of weeks should bring a definite decision.

Cordially,

William G. Harley

WGH:rkf

THE FLORIDA STATE UNIVERSITY

TALLAHASSEE

DEPARTMENT OF SPEECH

June 13, 1961

Dear Bill:

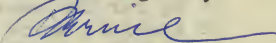
This is not meant as a chore, but wondered about wiring Sen. Dodd (investigating influence of TV on delinquency.) The TELEVISION DIGEST report on his investigation, Schramm's and Garry's testimony is patent nonsense. No reference is made to Himmelweit, Vince and Oppenheim's investigation which is by far the most significant and contains the direct kinds of analysis which apparently neither Schramm nor Garry have yet given. See "Effect of Television Values and Outlook," p. 17 and "The effect of Westerns, and of Crime and Detective Series," p. 20, and subsequent references. These appear in TELEVISION AND THE CHILD, long regarded by child, educational and general psychologists as one of the most significant pieces of research done to date. The work has long had the blessing of Dr. Eleanor Maccoby of Stanford, a recognized international authority in the field. I am sure you have the reprint of the first four chapters of this work (available from the TIO Office) if not the entire work. Will be pleased to loan you either

or both. The taxpayers could save a whale of a lot of money on this investigation if only Sen. Dodd or some member of his staff would take the time to consult someone who knows and is willing to give him the info contained. (I know it is too much to hope that a busy Senator will do his ~~own~~ reading.)

Whew!

There are days when I make myself positively obnoxious being a crusader and "caring" about ETV. But since WHO'S WHO IN AMERICAN EDUCATION is planning to list me in their next edition, I suppose I must make "noises" like an educator.

Kindest regards,


Bernarr Cooper

copy sent to Bernarr Cooper 7/7/61

JAMES O. EASTLAND, MISS., CHAIRMAN
ESTES KEFAUVER, TENN.
OLIN D. JOHNSTON, S.C.
JOHN L. MCCLELLAN, ARK.
SAM J. ERVIN, JR., N.C.
JOHN A. CARROLL, COLO.
THOMAS J. DODD, CONN.
PHILIP A. HART, MICH.
EDWARD V. LONG, MO.
WM. A. BLAKLEY, TEX.

ALEXANDER WILEY, WIS.
EVERETT MC KINLEY DIRKSEN, ILL.
ROMAN L. HRUSKA, NEBR.
KENNETH B. KEATING, N.Y.
NORRIS COTTON, N.H.

Legislative 1961

SUBCOMMITTEE:
THOMAS J. DODD, CONN., CHAIRMAN
SAM J. ERVIN, JR., N.C.
ESTES KEFAUVER, TENN.
JOHN A. CARROLL, COLO.
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ALEXANDER WILEY, WIS.
ROMAN L. HRUSKA, NEBR.
NORRIS COTTON, N.H.
CARL L. PERIAN, STAFF DIRECTOR

United States Senate

COMMITTEE ON THE JUDICIARY

SUBCOMMITTEE TO INVESTIGATE JUVENILE DELINQUENCY
(PURSUANT TO S. RES. 48, 87TH CONGRESS)

July 3, 1961

RECEIVED
NAEB HEADQUARTERS

JUL 3 1961

11:41 AM - JUL 3 1961
FBI - NEW YORK

Mr. William G. Harley
National Association of
Educational Broadcasters
Suite 1119
DuPont Circle Office Building
1346 Connecticut Avenue, N. W.
Washington 6, D. C.

Dear Mr. Harley:

Thank you for your letter calling my attention to the research work entitled "Television and the Child."

Although we knew of this work and the subcommittee staff used it in preparing for our recent hearings, I appreciate your thoughtfulness in writing to me about it.

With kind regards, I am

Sincerely yours,

Thomas J. Dodd

THOMAS J. DODD
Chairman

TJD:m

1 from any foreign country into the United States, for sale or
2 resale to the public.”

3 SEC. 2. Part 1 of title III of the Communications Act of
4 1934 is amended by inserting at the end thereof a new sec-
5 tion as follows:

6 “TRADING IN APPARATUS DESCRIBED IN SECTION 303(S)

7 “SEC. 330. No person shall trade or ship in interstate
8 commerce, or import from any foreign country into the
9 United States, for sale or resale to the public, apparatus de-
10 scribed in paragraph (s) of section 303 unless it complies
11 with minimum performance capabilities prescribed by the
12 Commission pursuant to that paragraph: *Provided*, That this
13 section shall not apply to carriers transporting such apparatus
14 without trading in it.”

87TH CONGRESS
1ST Session

H. R. 8031

A BILL

To amend the Communications Act of 1934 in order to give the Federal Communications Commission certain regulatory authority over television receiving apparatus.

By Mr. HARRIS

July 10, 1961

Referred to the Committee on Interstate and Foreign
Commerce

A PROPOSED PLAN FOR EDUCATIONAL TV IN KENTUCKY

ADVISORY COMMITTEE ON EDUCATIONAL TELEVISION

of the

LEGISLATIVE RESEARCH COMMISSION

Frankfort, Kentucky

July 14, 1961

INTRODUCTION

At the request of the Legislative Research Commission's Advisory Committee on Educational Television, a possible plan for a statewide educational television network was prepared in March, 1961. Some work had been done toward developing the basic outline such a network might take even before the committee's request. Since March additional study has been carried out to refine further the data in the engineering field. The engineering data concerning expected coverages and channel location are felt to be sound.

Producing educational television is a complex operation. It partakes of the education, engineering, and administrative worlds. Some idea of this complexity can be gained from the outline on the following page which lists functions necessary in educational television.

Functions Necessary in ETV

Operating Capital Outlay

Production facilities

- A. Studio buildings
- B. Studios
- C. Studio equipment

Transmitting facilities

- A. Local
- B. Inter-city & inter-institutional

Recording-reproducing facilities

Classroom use facilities

Operating Expense

Maintenance of facilities

- A. Production facilities
- B. Transmitting facilities
 - a. Local
 - b. Inter-city & inter-institutional
- C. Recording facilities
- D. Storage, scheduling & distribution of recordings

Planning of TV courses

- Time & travel of classroom teachers involved
- Time of TV instructor & aides
- Time of producers, directors
- Time of engineer and other technicians
- Visual aids, art work, "props", etc.
- Printing of lesson guides, other materials
- Video tape for recording

Production of TV courses and Programs

- (Same as above - PLUS)
- Cost of operating production facilities
- Cost of operating transmitting facilities
- Cost of operating receiving facilities
- Subscription for ETV & Radio Center recordings

Administration

- Network & inter-institutional co-ordination
- Registration
- Distribution of lesson guides, other communications
- Time of instructors for on-campus conferences
- Examinations, grading tests, etc.
- Granting of credit

I. THE PLAN

Synopsis of Proposed Network for Kentucky

This network proposal is based on several assumptions. The most significant assumption holds that any state effort in educational television should provide service to the greatest possible number of Kentuckians. The second assumption is that flexibility in operation be provided so that a variety of needs can be served. Also assumed is interconnection of the transmitters by microwave radio relay.

The first assumption is least open to question since general tax revenues would be expended on a State-sponsored ETV system. The second assumption raises the cost of the proposed network, since savings in buildings and production equipment would be possible were Lexington and Louisville made the only programming enters. Also, if single direction transmission along the network of only one program at a time were desired, microwave network costs could be significantly reduced. The type of microwave interconnection set forth here meets the criterion of flexibility and with small additions makes possible significant contribution by the system to higher education in Kentucky.

The assumption of microwave interconnection is made so that descriptions of operations and cost estimates can be made. Other methods of interconnection should be studied carefully by qualified persons before a final decision is made on the actual system (whether microwave, videotape, or other). The system described here, however, should work and should be reliable. It is designed to provide service to the University centers as well as the public schools. It is suitable for providing dual channel open circuit telecasting should this be desired in the future.

Experience of UHF stations in Lexington shows that a radius of 45 miles of good coverage is possible, especially if sufficient tower height is provided. Such a radius is assumed for the Madisonville, Somerset, and Lexington transmitters. Murray, Bowling Green, Morehead, Louisville, Pikeville, and Hazard are assumed to reach 40 miles; Ashland and Covington are assumed to reach from 25 to 30 miles. At least 90 percent of Kentucky's population would be covered.

Eastern Kentucky

No programming facilities are planned for Eastern Kentucky during the early years. A two-track microwave system leading East out of Lexington would probably branch somewhere around Campton. Channels used in Eastern Kentucky are:

19 near Hazard

24 near Morehead

14 at Pikeville

59 in Ashland

The two-track microwave extends all the way into Ashland to serve the University Center as well as the transmitter. One track in the Southeast terminates at Hazard; the other extends to Cumberland to serve the Center. Only a single track extends from Campton to Pikeville.

Northern Kentucky

Channel 54, presently assigned to Cincinnati, can almost certainly be moved to Covington. Located there it can serve the Northern Kentucky area. The microwave facilities necessary to carry the signal to the channel 54 transmitter can be made two-track at low cost and provide service to the Covington Center of the University.

Central Kentucky

Productions from Louisville, Bowling Green, Murray, and any possible additional studio facilities can be fed into the network for statewide distribution. The main network studio, however, will be located at Lexington. The FCC is considering a petition to "drop in" channel 46 in Lexington. Apparently the request will be favorably received.

Lexington will be, during the first years, the programming center for the Eastern Kentucky region. The main network control board will also be there. Videotaping equipment should also be present.

Other channels used and their relationship to Lexington would be 29 in Somerset and 15 which is presently operating in Louisville. Increases in power and tower height would enable effective coverage of a much larger area around Louisville than at present.

A two-track microwave system leads out of Lexington to the East, North, and West; a single track spur leads South to Somerset. Both tracks lead outward from Lexington to the North and East; one of the two tracks leading to Louisville and West will be reversible in direction. The Elizabethtown Center taps off the main microwave route for its programming.

Western Kentucky

Channel 17 at Bowling Green will be connected to a studio located on the Western State campus which will provide local programs and some network programs. Channel 26 at Madisonville will provide service to Owensboro, Henderson, and Hopkinsville. It will be a non-programming location. A studio is to be established at Murray State College; channel 33 located nearby will cover the Purchase area and some territory immediately to the East. The two-track microwave network will terminate at the transmitter for channel 33.

Capital Construction Costs for a Network

An effort has been made to estimate the cost of the physical facilities of a network. The estimate is based on opinions of persons engaged in television operations and analysis of plans and studies for other systems having some similarities. Many factors can raise costs for a network above the level that engineers or operating personnel might consider "normal." For example, the cost of a transmitter can vary by tens of thousands of dollars, depending upon the power output needed for a specified coverage. The availability of a good site for a transmitter can only be determined "on the spot." A major cost that might arise is the building of roads to transmitter and microwave relay sites where the best location for coverage purposes might be the worst from the standpoint of accessibility. A hilltop tract might have to be cleared and leveled.

With these types of problems in mind, estimated costs for a system are presented.

The Basic System

Transmitters, UHF, 600KW effective radiated power, 1000 foot tower, necessary related equipment, and structure to house equipment. 3 (Lexington, Somerset, Madisonville) @\$400, 000	\$1, 200, 000
--	---------------

Transmitters, UHF, 300KW effective radiated power, 500 foot tower, necessary related equipment, and structure to house equipment. 5 (Hazard, Pikeville, Morehead, Murray, Bowling Green) @ \$300,000	\$1,500,000
---	-------------

Transmitters, UHF, 100KW effective radiated power, 300 foot tower, necessary related equipment, and structure to house equipment. 2 (Ashland, Covington) @ \$150,000	300,000
---	---------

Microwave System

Towers, 300 foot, guyed, lighted. 22 @ \$13,000	286,000
Receiver-transmitters. 50 @ \$10,000	500,000
Necessary additional equipment	300,000
Buildings and auxiliary generators	200,000

Studio Equipment and Buildings

Lexington	550,000
Bowling Green	200,000
Murray	200,000

System Test Equipment	40,000
-----------------------	--------

Kentuckiana ETV Council (Louisville) for improvement of facilities	100,000
--	---------

Sub Total	\$5,376,000
-----------	-------------

Desirable Additions

Production center at Richmond with microwave link to Lexington	120,000
Production center at Morehead	80,000
Remote field equipment	75,000
Closed circuit systems 4 @ \$60,000	240,000

Sub Total	\$ 515,000
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GRAND TOTAL	\$5,891,000
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Operating Cost

Rough calculations have been made of operating costs for the network when it is in full operation. These figures are, if anything, more tentative than the capital cost estimates. They will serve, however, to indicate generally the funds that the General Assembly would be asked to provide annually.

Operation at Murray	\$ 150,000
Operation at Bowling Green	150,000
Operation at Lexington	350,000
Operation at Louisville	50,000
Operation at remaining transmitters 7 @ \$50,000	350,000
Operation of microwave system	150,000
Network administration	200,000
	\$1,400,000

Possible Development Schedule

1961

- Summer
1. Petition FCC for reservation of necessary channels.
 2. Engineering survey to determine precise microwave and transmitter sites.
 3. Legal search on titles of likely sites.
- Fall
1. Develop concrete plan and detailed cost estimates for inclusion in Executive Budget and presentation to General Assembly.
 2. Develop final specifications for equipment.
 3. Begin educational campaign.

1962

- Spring
1. General Assembly considers desirability of ETV network.
 - A. Passes organic act.
 - B. Appropriates funds.
 2. Appoint commission to direct ETV network.
 3. Employ executive director, chief engineer, and educational director along with necessary supporting staff.
 4. Obtain construction permits from FCC.
- Summer
1. Begin construction of main studio at Lexington.
 2. Construct Lexington and Eastern Kentucky transmitters and microwave links.
 3. Employ necessary studio and engineering people for above units.

- Fall 1. Construct microwave link between Louisville and Lexington.
 2. Begin construction of remaining transmitters and microwave links.

1963

- Spring 1. Develop program schedule for fall. Employ director of utilization.
 2. Select television teachers for work out of Lexington.
 3. Begin experimental and testing operation of Lexington studio and first transmitters along with existing microwave links.
 4. Employ basic personnel for Bowling Green and Murray studios and for operation of transmitters there.
 5. Purchase equipment and begin closed circuit, experimental production at Bowling Green and Murray.
 6. Test reception in Eastern Kentucky and develop methods for coverage.
- Summer Begin testing of western part of the system.
- Fall Begin full network transmission, using only programming from Louisville and Lexington.

1964

- Spring 1. Complete originating facilities at Bowling Green and Murray.
 2. Develop regional program plans.
 3. Select regional teachers and begin course preparations.
- Fall 1. All basic facilities in operation.
 2. Develop originating facility at Richmond if need appears.

Channel Reservation

At present the Federal Communications Commission has reserved only one channel for educational use in Kentucky. This is channel 15, presently in use as WFPK in Louisville-Jefferson County. As an early step toward establishing a statewide ETV network, the FCC should be petitioned to reserve channels for educational use among those allotted to the state for commercial use but presently unused. Good channels are available in most places in Kentucky where transmitters are to be located. Reservation should not be especially difficult. Few or none of the channels to be requested are likely to be taken up for commercial use in the near future. Most are located in towns too small to support such relatively expensive undertakings.

Shifting of channels from the towns to which they are allocated is possible. Such shifting can only be accomplished upon the basis of a detailed engineering study. Following is a list of channels which should be reserved whenever the proper State officials feel that development of a statewide ETV network is likely in Kentucky. Only the shift of channel 24 from Maysville to Morehead requires an FCC order. Channel 54 can be used in Covington although it is assigned to Cincinnati.

Location	Channel Number
Ashland	59
Bowling Green	17
Covington	54
Hazard	19
Madisonville	26
Maysville (shift to Morehead)	24
Murray	33
Pikeville	14
Somerset	29

Except for channels 59 in Ashland and 54 in Covington, the channels suggested for reservation have low numbers. A rule of thumb is that the lower the number, the better the channel.

The FCC must be requested, through a "Petition for Rule Making," to make the ETV reservations. The request should include an appeal for shifting of channel 24. A report by a licensed engineer must be included indicating that the shift is technically feasible and complies with FCC regulations concerning channel spacing. The petition should be made by some official (such as the Governor or the Superintendent of Public Instruction) or government agency (such as the Legislative Research Commission) or combination of the two, and should point out that the General Assembly can not proceed to act on ETV unless channels are available.

II. SOME IMPORTANT FACTORS IN PLANNING THE NETWORK

Any large-scale use of educational television in Kentucky will operate with the objective of as near state-wide coverage as possible. Economy in operation and construction is also necessary. Facilities for producing telecasts must have their location dictated by availability of teaching talent and other educational resources. Priorities are needed because the whole network can not be built at once.

The following sections are designed to give the reasoning behind certain portions of the plan. In addition, some ideas are presented about special problems and areas in which policy decisions eventually will probably have to be made.

Location of Originating Facilities

Originating facilities are places where TV programs can be produced. Building one near every transmitter is too expensive, but they are not too expensive to make from three to six feasible. Two basic factors should determine the placement of originating facilities. These are available educational resources and area needs. Location in relation to a transmitter is of some importance, but generally if the distance between the two is twenty miles or less, a link can be provided at relatively low cost. Location in the state is important with regard to ease of access for school people. Following are suggested locations for originating facilities. Some attention is given to timing of entrance into actual production for network or regional consumption.

Lexington

The University of Kentucky is located in Lexington. Within a radius of about thirty miles are four major private colleges, Centre, Georgetown, Berea, and Transylvania. The University has the greatest diversity of specialized talent, library and equipment resources, and course offerings of any state-supported institution in Kentucky. In addition, Lexington is a hub for major highways.

The most extensive originating facility probably should be located in Lexington. It might be on the University campus, but this is not a necessity. The probable need to use students as helpers in the studios makes location on or near the campus desirable, however.

Lexington is not quite central in the State, but it is close enough to being so that the central network controls should also be located there. Lexington can serve as the regional programming center for Eastern Kentucky as well as for the Bluegrass until such time as secondary originating facilities are built at Morehead, Richmond, or both.

Bowling Green

Western Kentucky State College is the second-largest state-supported higher education institution in the Commonwealth. It is located in one of the larger, growing cities of central-western Kentucky. Because of its teacher-training emphasis, Western is well suited to be a source of in-school programs.

The originating facility at Bowling Green need not be as extensive as that at Lexington. To assure that a minimum of necessary experience in ETV programming exists when the studio goes "on the air," a video tape recorder and a closed circuit TV system should be installed on the Western State campus at the same time the Lexington facility begins to telecast. After a year of practice, during which some productions would have been taped for network showing and experience gained over closed circuit, the facility should be brought into the network programming. The closed circuit installation would continue to serve the needs of the campus and allow full use of cameras and other studio equipment.

Murray

Murray is located in the Purchase area and can serve far-western Kentucky. Although somewhat smaller than Western State, Murray State College provides many of the same educational resources that justify a production facility in Bowling Green. Murray also should be enabled to practice for a year before entering into the network. This could be done by means of a closed circuit system developing simultaneously with the similar process at Bowling Green.

Richmond

Eastern Kentucky State College is located in Richmond. The situation is somewhat different than with Murray and Bowling Green, for Richmond is within the expected coverage of a station located near Lexington. Probably, no extensive programming should be planned for several years at Richmond. Eastern probably will eventually serve as an originating facility for programs designed for Eastern Kentucky. Programs could be taped in Richmond or a microwave link to the network center in Lexington could be provided. Eastern's educational resources appear to be similar in quality and quantity to those of the other state colleges. Closed circuit TV would be useful for the campus.

Louisville

When the first station of the network is ready to begin telecasting, Jefferson County and Louisville public schools will have had at least six years of ETV experience. The Louisville metropolitan area is large enough and has enough educational resources to continue its relative self-sufficiency of ETV production. Both the State network and the Jefferson County effort can be aided, however, by bringing the two into some kind of close working relationship.

A relatively modest investment of about one-half of the cost of the originating facility and transmitter at Bowling Green or Murray should enable WFPK in Louisville to increase its coverage significantly and to acquire the equipment and space necessary to upgrade further the quality of programming. Jefferson County should be linked into the microwave system early in the network's development. The network could have the benefit of Jefferson County's experience and resources; Jefferson County could be relieved of some of the burden of program effort and cost.

Morehead

Technical problems, population shifts, and other factors suggest that an originating facility at Morehead probably should not be built sooner than from three to five years after development of the network begins. Were adequate means of transportation available, Morehead would be a natural place for development of regional programming for Eastern Kentucky. At present, however, Richmond or even Lexington can be reached more easily from most of Eastern Kentucky than can Morehead.

The resources of the State College and of the nearby school teachers there should be utilized as well as possible, but, outside of the Ashland area, the region does not seem to have the growth potential of other areas that will have originating facilities earlier.

The Microwave System

A microwave system uses radio signals of frequencies that can not be received in house radios. It is a series of very specialized transmitters and receivers that send and receive a beam almost like that of a flash light. A signal is sent out from the first tower in the system; the signal is received on a tower from 20 to 40 miles away. The signal is given a boost in power and sent on to the next tower. At the end of the line the signal can be changed back into what it was at the other end of the line.

A microwave system built primarily to interconnect a state ETV network might have other valuable uses. The Kentucky State Police have recently had completed for them a study of a possible microwave network over the state. They envisioned a system whereby government agencies other than their own could make use of it for necessary communications.

Consideration should be given to building any microwave system for ETV in such a fashion that it can be adapted to multiple uses. For a small additional cost, the system described here can be extended and its equipment designed so that it could link the University campus with the centers. This possibility depends, however, upon the design of the basic system for the regular network.

Except for the antenna system, the equipment at a microwave tower can carry a signal in only one direction at a time. In order to have simultaneous two-way transmission, the sending and receiving equipment at each microwave installation must be duplicated. Unless all programming for the network that is done at Bowling Green, Murray, and Louisville is to be put on video tape and shipped to Lexington for showing from there, a two-way microwave installation is advisable. At relatively low cost, one receiving-sending system at each microwave installation can be equipped with a "switcher." This is a mechanical device that, upon a signal from the central network controls, changes one receiving-sending system so that the part that formerly received from the East now transmits to the East and the one that formerly transmitted to the West now receives from the West. After this switch is made all down the line, transmission of two signals in the same direction is possible.

With the system operating in two directions, a program for sixth-grade geography might be going out along the network from Lexington; the studio at Murray could at the same time be transmitting a program to Lexington for tape recording. If the set of microwave equipment transmitting into Lexington is later switched, two programs can be sent out from Lexington simultaneously. A course in college physics might thus be beamed out to the University centers from Lexington at the same time that an elementary school program is going out to the network transmitters.

A two-way microwave system is suggested to embrace Louisville, Lexington, and the network West from Lexington. At such time as an originating facility is developed at Morehead, a two-way system would be necessary between that installation and Lexington. A double track (without switching equipment) leading from near Campton toward Hazard would not be excessively expensive.

This type of network would immediately allow transmission to the Cumberland and Ashland centers as well as public school programming.

All existing University centers probably can be reached from proposed end-points of the microwave interconnection without the construction of any intermediate relay stations. It should be a "one-hop" link from Madisonville to Henderson, and from Hazard to Cumberland.

The interconnecting system for the regular network can be modified and extended to take in the centers as described above for an additional cost of around \$200,000. The cost of equipping the centers with closed circuit systems so that they can use the programs should be quite low.

Special Considerations

Closed Circuit Systems

In the schedule of construction and operation set out above, mention is made of installing closed circuit TV systems on the campuses of Western and Murray State Colleges. These systems would serve as practice systems prior to actual network and local programming at these locations. If the state colleges continue to grow at their present rates, they will experience difficulty in acquiring sufficient additional high quality faculty. Closed circuit TV is adaptable to a variety of uses on college campuses, such as increasing the number of students who can be reached by a single instructor. Installation of such systems seems advisable for each of the colleges. Accordingly an item is included in the cost estimates to provide for closed circuit systems. The University's unique position makes strictly on-campus TV there desirable at present. Due to the heavy burden that the network will place upon available personnel, as well as the relatively slow growth of the University, closed circuit TV would be perhaps more useful as a training device for TV personnel than for instructional benefits. Financing of the system has not been provided for, however.

Repeater-transmitters

The rough terrain of Eastern Kentucky will cause difficulties in reception that can be fully overcome only at very high cost. The first consideration must be to "cover the ridgetops" with a strong signal. Most towns are in valleys there. Many have community antennas. In the case of some of the larger population concentrations, small, low power transmitters (usually called repeaters) may provide coverage at low cost. Such installations would pick up the signals of the main transmitters at the ridgetops and, by means of a directionalized signal, cover the town involved.

The decision to install these repeaters should not be made until the main transmitters are in operation and their actual coverage has been closely analyzed. Assuming that the repeater type of equipment will turn out to be useful for filling in dead spots, they can be purchased as experience shows the need for them. Local funds might well be used to provide them.

Dual Channel Operation

Because of the normal six-hour length of the school day, a maximum of 12 thirty-minute in-school telecasts per day is possible. This amounts to one per grade level for the public schools. If ETV is to have maximum impact on educational quality, an hour per day probably should be available for students in the fourth through twelfth grades. This would require nine hours of programming or 50 percent more than are available from a single channel. Twenty-minute daily programs for the three primary grades would demand another hour per day, making a total of ten hours.

To provide ten hours of telecasting per school day would require simultaneous use of two broadcast channels covering a specified area. An alternative method would be the use of closed circuit transmission that would allow simultaneous use of several channels. Cable is very expensive, however, and its range is limited. Kentucky's school population is relatively widely dispersed. Operation of two channels probably would give coverage at a cost lower than closed circuit cable.

Lack of sufficient ETV experience in Kentucky dictates that the two-channel system not begin until several years of operating experience in the statewide network have been gained. Expansion to dual channel operation would be cheaper than setting up the basic system since few new cameras, studios, lighting systems, etc., would be necessary.

Common Carrier Microwave Facilities

Although Kentucky would almost certainly have to construct, own, and maintain transmitter facilities, such is not the case with microwave interconnecting facilities. Lease of common carrier microwave facilities is one alternative to owning such facilities. Another alternative is to contract with a private company for construction and operation of the facilities without being bound by common carrier rates or restrictions. At such time as the location of transmitters is decided, bids or estimates should be taken from common carrier operating companies that will give a basis for deciding whether to own or to lease microwave facilities.

III. ADMINISTRATION FOR IMPLEMENTING THE PLAN

Provision of facilities for ETV, although the most expensive part of any ETV system is not necessarily the deciding factor in the quality of the product that is sent into the schools. People can not merely be "turned loose" with the equipment and expected to do a proper job.

Because of the amount of State money that would go into such a system as outlined in this report, control at the State level of the operations seems both logical and inevitable. Properly developed, the mechanism established for control and operation of the network can maintain the political integrity of the network as well as provide for programming that meets some of the pressing needs of education in Kentucky. This is not the whole story, however. The programs that are telecast are no more effective than their use in the classrooms and in the home. Concern for proper utilization of telecasts should result in a very high ratio in returns in educational value to dollars spent.

Administrative Organization

ETV Commission

A commission-type of governing body at the head of an independent state ETV agency seems advisable. An ETV network would have uses far broader than the responsibility of any existing state department. In-school programming at the elementary and secondary levels, adult education for persons not enrolled in schools, uses at and beyond the college level, and general cultural programming are all possible with such a network. Generally accepted in administration is the fact that a new extensive program frequently will require flexibility of operation that it might not have if placed within an existing agency to compete there for executive attention, budget, and internal services. The basic reason for independence, however, remains the breadth of possible uses for ETV.

Agencies and institutions responsible for the narrower aspects of education that are noted above must be brought into the administrative process. How this may be done will be pointed out subsequently. The commission itself should be an instrument of public policy and should be free from domination by persons who make their living as educators but should be very receptive to their special knowledge. The commission should set forth broad guidelines both as to the utilization and development of the physical facilities and as to the needs which should be met through programs televised. The commission should be able to contract, sue, hire, etc., as a body corporate. Its main function would remain that of general policy direction. It would be responsible for facilities and for programming but should operate more along the lines of the State Board of Education than of an ordinary administering board.

General Manager

Boards or commissions are not suitable instruments for day-to-day administration. They usually operate through a single executive. A general manager or executive director should have the responsibility for details of continuing administration, subject to the over-riding power of the commission. The position of general manager requires an administrator rather than an expert in either television or education, although he must believe deeply in the value of ETV. This person would have to deal with experts in television and education as well as with other state agencies and his own commission. He must be a person of considerable ability. An acquaintance with educational television and some experience with education are quite desirable but may not need to be the determining considerations.

Chief Engineer

Working directly under the authority of the general manager should be a chief engineer who would provide the basic technical knowledge necessary for planning. The chief engineer would be in over-all charge of the engineering function at production, transmitting, and inter-connecting facilities. He would be the expert who would prepare or supervise the preparation of technical engineering data for the use of the Kentucky ETV commission and of the Federal Communications Commission when the Kentucky commission had dealings with it. Although extensive engineering experience in commercial television work would be adequate for this man, experience in educational television work might be more valuable because rather significant variations may exist in approach to solution of engineering problems between educational and commercial television systems.

Educational Director

An educational expert should be employed who would be responsible for the educational programming of the network. Florida uses a "Task Force" made up of prominent educators which travels to the ETV production centers in that state, finds out what each of the relatively independent stations plans to produce, and then arranges for the video-taping of courses that appear to meet the most frequently expressed educational needs of the state. The main weakness of this system is that it provides for no one person to whom dissatisfied people can look for changes. Responsibility is diffused. The task of programming should be a full-time job.

In order to assure that personal or arbitrary considerations do not dictate the choice of programs to be telecast, the educational director should be required to consult with an advisory body made up of several recognized practitioners from each level of education. The Department of Education, the University, the State Colleges, elementary teachers, and secondary teachers should all be represented here.

Director of Utilization

At an organizational and pay level equal to that of the Educational Director should be employed a Director of Utilization. While the Educational Director would be concerned with programming and course development conferences, the Director of Utilization would have the responsibility for providing aid to teachers receiving ETV in their classrooms. He would also have the responsibility for directing and coordinating research concerned with adapting classroom situations to make the best possible use of ETV programs. Testing programs to evaluate various programming approaches should constitute an area of considerable importance to him.

Subordinate Staff-General Considerations

The basic personnel outlined above would constitute the administrative nucleus of the network. The responsibilities assigned for central administration will determine what other professional and technical staff will be necessary. Operating upon certain assumptions, the following will indicate further requirements in major areas of operation.

Engineering

Transmitting facilities require a full-time qualified engineer to be on duty at all times during operation. In order to provide time for maintenance operations (which are generally money-savers if carried on regularly), each transmitter should have on duty at all times two engineers, one chief and an assistant. Two engineers per facility will be sufficient during early stages of operation but when broadcasting exceeds eight hours per day, a third man probably should be available. Thus, during the first year of operation, two will be sufficient, but after that a third might be hired for each transmitter. Studios require engineers. Generally one engineer on duty is enough except where a video-tape recorder is used simultaneously with live programming. One engineer for each function is then necessary. If studios are used over a span of more than eight hours, a second engineer becomes necessary.

Microwave facilities require attention of engineers who can do regular maintenance and handle problems as they arise. Alabama's microwave network presently takes the time of one microwave supervisor and two journeyman engineers with a third apparently needed.

Reception facilities may present peculiar difficulties in fringe areas. Experience will show the degree of need for engineers to work on these problems. As many as five engineers may be necessary to assist schools with development of their reception systems.

An Assistant Chief Engineer for the network probably will be necessary because, during construction and planning phases, these activities will require the full-time attention of a top-level engineer working for the commission. The assistant could supervise and train studio- and transmitter operating engineers and microwave engineers. After the construction work was complete the assistant should be made responsible for handling reception problems if no reception engineer is employed.

Other Personnel

Studio directors as managers of the individual production facilities should be employed and be ultimately responsible to the General Manager but ordinarily be under the direction of the Educational Director. Studio directors will have responsibility for operation of the production facilities and will have charge of hiring and directing personnel other than engineers at each production center. They would also deal with the Regional Program Boards and with the television teachers.

Producers should be provided in each production center to have general control of sets, camera work, rehearsals, etc. At least one Program Director should be provided at each production facility, depending upon the amount of live programming originating from the individual facilities.

Clerical and general production help is necessary. Also, artist and research help will be needed for the television teachers. This last will need to develop as experience is gained in the necessities of producing visuals for television teachers. A rule of thumb that might be followed at the outset: is one artist for two teachers. As teachers and their assistants gain experience the ratio probably will be changed.

Evaluation personnel responsible to the Educational Director should be stationed at each production facility. Their task would be to work with the television and classroom teachers to develop criteria for the assessment of the televised work. They could also be given responsibility (depending upon budget) for audience surveys. The latter should be carried on to help in measuring the breadth of reception of non-classroom programming. Without such audience evaluation, no rational basis exists for deciding upon the type of out-of-school programming to be carried on. The need for such surveys is felt both in Alabama and in Florida.

Central office personnel needed in addition to those already noted will be a coordinator of scheduling responsible for informational materials and classroom guides. This person, working under the Educational Director, would be responsible for releases of schedules and the central production and distribution of all course-related publications such as study-guides and examinations (if examinations developed by the TV teacher are found to be desirable.) He would also have supervisory responsibility for clearance and general editing of study guides produced for regionally-oriented programs.

Operating at the same level after more than one programming facility is in operation, should be a supervisor of production who would be responsible for maintenance of high standards of production. He would have no authority with respect to content, but would analyze studio presentations with a view to improving production quality and give advice on this point. He would also be the person responsible for the review, editing, and showing of films. As noted elsewhere, any film making up a complete program unit (thus excluding film clips used briefly) should be televised by the central program unit. This will prevent the duplication and repetition that have occurred on the Alabama network.

An information or public relations person would probably be needed to develop and maintain an informational program to answer inquiries and to handle press releases. If originating stations were allowed to control their own informational programs, difficulties would arise in uneven coverage and maintenance of uniform policies.

Advisory Program Board

The choice of programs to be televised is, of course, a critical factor in the ability of an ETV network to act as a significant aid to the classroom teachers in improving the quality of education. The decisions on whether or not to provide televised instruction in individual cases must be made by educators. In some ways the ETV network will exhibit some organizational aspects similar to those found in a Kentucky school district. General policies will be in the hands of citizens in accordance with the American democratic theory of placing control of education in the hands of the people. However, as in the case of a good school board, non-experts should not interfere in areas that are properly the province of educators. For this reason, an Advisory Program Board made up of professional educators is suggested.

A problem with a board such as the one proposed here is that, in order to achieve desirable representation, its size can be made unmanageably large. Keeping this problem in mind, its membership might properly include:

- a. Superintendent of Public Instruction
- b. President of the University of Kentucky
- c. President of one or more of the State Colleges
- d. An independent school district superintendent
- e. A county school district superintendent
- f. Two high school teachers
- g. Two elementary school teachers
- h. A representative of a private college in the state.

One responsibility of the Educational Director would be to survey the school systems of the Commonwealth annually to try to ascertain the wishes of local school people about which courses should be presented. He would also be expected to develop and maintain a roster of teachers interested in and capable of acting as television teachers. These two pieces of information would be available to the Advisory Program Board to help them in their decisions as to what courses to suggest for televising.

With a system such as this, the programs presented over television for use in the classroom should meet the needs of the widest possible segment of the schools of Kentucky. Final decisions about network programs must, as has been stated, remain in the hands of the Educational Director. He will, however, have the benefit of the thinking of a broad cross-section of Kentucky educators and their interest and activity should keep his decisions from being arbitrary or unwise.

Regional Program Boards

No network can meet all local needs. Some station time should be available for regional programs. Probably one-third of the time during the school day should be available for locally-produced and regionally-consumed programs that would not be sent out over the network. The choice of these programs should be primarily that of local people, although the responsibility of the commission for the network means that the local decisions should be approved by the Educational Director.

A regional program board that might be a small-scale model of the Advisory Program Board should be provided at each originating facility. The Studio Director at that facility should be an ex officio member. The remaining members could be appointed by the Educational Director upon the recommendation of local school organizations. The board would have the responsibility for deciding upon the programs to be shown for regional consumption only.

Course Preparation

The key to effective utilization of ETV in the schools is consultation between the classroom teacher and the television teacher. The most beautifully presented televised lesson is, of course, worthless unless it is used and used properly in the classroom.

Television teachers should be chosen for their ability to "get across" through words and illustrative visual material the subject content. Ordinarily they must have been good classroom teachers themselves. They need to have a talent for presentation. Talents vary greatly. The person

who makes a good television instructor might not be an extremely outstanding classroom teacher, for the teaching job has many aspects. In any fairly large group of classroom teachers, these many aspects will show up in different degrees among different people.

One teacher may have a talent for making her children want to do things, but is able to accomplish this only with close personal contact with these students. Another may understand the emotional needs of children very well and be able to make her classroom a place for emotional as well as intellectual development. Because humans are varied, the possibilities are numerous. No one person can be strong in all.

Because of its cost, and because of the fact that it will be affecting thousands of children, the televised presentation must have the benefit of the special talents and capabilities of many teachers. Relying upon the television teacher to develop by herself, or in consultation with a few college specialists, the whole televised course may mean that many important elements will be missed or will be only partly covered. Wherever possible broad participation by all involved teachers in course development should be fostered.

In a network situation as many as a thousand teachers in individual classrooms may receive and use a particular course presentation. Bringing all of them together at once and having each of them assist in the development of the course may not be possible. Travel and other problems would prevent this. What is probably most important is that any course have the benefit of the thinking of a cross-section of the teachers who will be using it. With as many as four to six television production centers in eventual operation programming both for consumption in their own region and some portion of the state-wide presentations, cross-sections should be feasible.

In a particular year, the studio at Murray might be given the responsibility for developing for the network a program on sixth-grade geography. A good television teacher should be found three to six months before the course is to be presented, whether live or taped. The TV teacher should then prepare a basic course outline. With this outline as a starting point for discussion, the TV teacher should then engage in a series of meetings or work-shops with the sixth grade teachers, supervisors, and curriculum specialists in the area to develop the material to be covered, approaches to various subjects, the schedule of presentation, types of visual aids to be used, methods of evaluation, etc. For a regional presentation, the program should be tailored to what the classroom teachers of that region feel are the basic needs there.

The preceding statement is crucial to the whole problem of use of ETV. The televised portion of a class is a tool for the classroom teacher. It is not a show-window for the talents of the teacher who happens to be chosen to televise it. Its primary purpose in most cases is to provide for the highest quality presentation of the information-distributing part of teaching. The classroom teacher is responsible for the weaving of this important part of teaching into the whole educational process.

The classroom teacher can "make or break" the use of ETV. Should she be unfavorably disposed toward it, she can so influence her students that they will receive little benefit from it. Should she consciously try to make the most constructive use of it, it will become an integral, dynamic part of the learning in her classroom.

Two main reasons exist for involving classroom teachers in the development of the courses to be televised. The first is to insure that what is presented is what is needed in the classrooms. The second is to insure that what is televised is used. Participation of classroom teachers is necessary for accomplishing both purposes.

Other subsidiary purposes may be promoted by an organized system of consultation, in developing TV courses. One is the fact that the semester's plan is developed in detail, in a logical sequence, along with a study guide for the teachers using the TV course. Another is the fact that such careful consideration is seldom feasible for the individual teacher in elementary schools. Loaded down as they are, teachers frequently do not have time to do for themselves the careful study that should be the basis for any course. TV provides a focus for this new effort in many communities. The individual teacher, under this type of arrangement is also exposed to her professional counterparts and is able to benefit from their thinking about the teaching of the particular subject.

Continuing Adjustment of Courses

Course presentations should be revised from year to year. Even the best planned series can benefit from being adjusted to include new or additional materials. Less obvious, but equally important, is the fact that good teachers revise their lesson plans during the course of the year as the need develops.

The televised courses should be adjusted as experience shows the need. The classroom teacher should be able to point out to the TV teacher desirable changes in pacing, content, or approach. Because of the variety of school systems and students to be served by even one station,

let alone a network, a method of convenient, rapid communication between television and classroom teachers must be provided. This has become known as "feedback."

In cases where a large city has its own ETV station, classroom teachers are able to telephone the TV teacher should there be suggestions about, or criticisms of the TV presentation. Without such feedback, the TV teacher can go his own way and not provide lessons that are as useful as they should be.

In a network situation where large areas are involved, telephoning is expensive. But comment forms (feedback sheets) may reach the TV teacher only several days after the classroom teacher has decided to tell the TV teacher that "the discussion of the Amazon River was too fast, please spend some time in review," or some similar comment. Provision for rapid feedback is necessary. At the same time, continuous training for classroom teachers in methods of utilizing the TV classes should be carried on. Workshops would do this as well as pamphlet material and in-service training sessions, possibly over TV.

Budget Implications

Consultation with large numbers of teachers, curriculum specialists, administrators, etc., costs money. The donation of time on weekends, during summers, or at night should not always be expected from those involved in TV course planning. Some provision should be made to pay, at a minimum, the travel costs of those involved. Should much summer work be involved for classroom teachers, a per diem might be necessary.

Communication concerning the course as it is being presented can also be expensive when large numbers of teachers are involved. Especially during the early stages of a network, very extensive consultation should be planned. Many meetings will usually be necessary. Study guides, outlines, feedback sheets, and other materials will have to be printed. Perhaps a large telephone cost item should be budgeted so that classroom teachers can call about ETV.

Because no ETV program is worthwhile unless it is used, a large expenditure will be justifiable if it increases the scope and effectiveness of ETV utilization in the classroom. Should a network be built and a TV set be placed in every classroom, use of the programs would be limited in quantity and quality unless individual teachers felt that the programs were "by, for, and of" them as they operate in the classroom.

One of the best methods of communicating is to have the TV teacher visit classrooms using her lessons. She can talk to the classroom teacher and to students, thus seeing first hand the actual results of her work. Video-taping of some of her lessons would allow her to do this.

Receiving Educational Television

Receiving the Signal

Quality of picture received is even more important for use of TV in the schools than for home consumption of commercial TV. Some of the most important applications of TV for education include showing small objects, as in physics, or pointing out distinctive features or markings, as in biology classes. If these things cannot be done, the usefulness of television as a teaching tool is greatly reduced.

Stated most simply, the quality of picture received may be affected by what happens at three different stages of the chain. The signal that is transmitted, what happens to the signal between the transmitting and receiving ends, and what happens to the signal at the receiving end are the three basic components of the chain.

The Transmitted Signal. This network will use UHF channels rather than VHF. UHF is less subject to interference than is VHF. Under good conditions, UHF can provide a better picture to close-in receivers than VHF. This plan assumes that only high quality equipment will be used. For example, programs that should be sent over the network should be televised by image orthicon cameras rather than vidicon. Also, care should be taken that industrial-type cameras are not used for local programming.

Between Transmitter and Receiver. The hilly and mountainous terrain found in large areas of Kentucky will cause reception problems. In part this is related to the use of UHF rather than VHF channels. Transmitting and receiving UHF signals for channels 14 through about 35 are more efficient than for channels between about 35 and 83. The use of the lowest UHF channels possible, therefore, is highly desirable and has been a guideline in this proposal.

For the microwave system, high quality equipment is necessary to prevent loss of quality in the signal as it "hops" throughout the state. Reduction in signal quality at one point will lower quality at all subsequent points.

In some cases, especially in Eastern Kentucky, reception problems will exist that can be handled only through the use of more than the normal amount of equipment. For example, arrangements may have to be made with a community antenna system to receive the signal. In some places, where a town is located in a valley, a "repeater" or low-powered station may have to be provided that will pick up the signal of the main transmitter and beam it down to the selected area. These are engineering problems and justify the inclusion of reception engineers in the plan.

At the Receiver. Due to the types of problems noted above, some areas will have difficulty in receiving a signal. In many cases, however, local school authorities will be able to rely upon commercial sales and repairmen in the area to aid in providing a good antenna and distribution system. In other instances, especially where a large school is concerned, advice of engineers provided by companies selling television receiving equipment or engineers working for the state network will be necessary. In a large school, a single antenna using coaxial cable and boosters may be advisable.

The receivers themselves should be good quality (not the "leader" or cheaper kind) sets. The need is for clear, unmarred pictures with a minimum of distortion. Both the Florida and Alabama networks have developed sets of minimum specifications for receivers. These are distributed to interested schools. Schools are not required to follow the specifications. In Kentucky, should the State aid in the purchase of receivers, specifications should be developed and schools required to use them in their receiver purchases. If receivers are to be bought completely with local funds, the specifications should at least be recommended--unless Minimum Foundation money is used. In the last case, schools should be required to follow specifications developed by the network engineers.

The Receiving Teachers

Although the point is made in the Legislative Research Commission report, too much can not be made of the fact that the teacher in the classroom is the key to the effective use of ETV programs. Classroom teachers should participate in the planning of programs; they should be able to suggest changes as the year passes. They also need help in using the programs. The least expensive method that provides full coverage is the teachers' manual or study guide.

Intensive planning is recognized as a necessary part of all teaching. Major elements in planning for ETV classes are noted earlier in this section. Elements of this planning include a detailed outline of material to be covered, objectives in terms of student understanding, and

a survey of resources. In most places where TV is used regularly in the classroom, these elements are organized into a study guide. In many parts of the country study guides are a standard part of ordinary classroom instruction. The problem with them is getting people to use them, as was stated by the Assistant Superintendent of Schools in Cincinnati,

. . . it is as foolish to assume that the production of a curriculum guide guarantees success in the use of television as it is to assume that the publication of any bulletin will change automatically the instructional program in the classroom. Rather, it is as necessary to implement the television guide in all the proved ways as it is with any other teaching guide.*

This observation is important. Receiving teachers must be aided in developing techniques for making best use of televised portions of lesson. Continuous experimentation should be carried on to explore various approaches. Enough is known from studies made in other states to set forth at the beginning suggestions as to when and for how long, classroom activities centered on using the ETV presentation should be. But the best types of uses are not so clearly established.

At least one teacher from each school that will use ETV should have rather intensive instruction and practice in use of ETV so that this person then can help other teachers in the same school with their problems. As yet there is no "one best way" to use ETV in the classroom. The personality and preferences of individual teachers will result in a variety of types of use and this variety should be encouraged. Whatever approaches individual teachers decide to use, they should be aided in developing their skill in use of ETV. For this they need knowledge of TV's strengths and limitations. An organized program of instruction is necessary for this knowledge to be made available.

Home Consumption of ETV

At the present time, only two commercial ultra-high frequency television stations operate in Kentucky. These are located in Lexington. The educational television station in Louisville, WFPK, is UHF. UHF channels are located in cities surrounding the Commonwealth. On the whole, however, most television reception in Kentucky is through VHF.

* Robert P. Curry, "Cincinnati's Adventure into ETV," American School Board Journal, CXXXVIII (March 1959), p. 27. Cincinnati has had several years of experience in use of ETV in the classroom.

Very large numbers of sets in the homes of Kentucky citizens can receive only VHF. In order to receive UHF, adapting equipment costing \$20 and over would be needed on these sets.

This fact reduces the potential audience at the outset of a state-wide network. Some persons in the television field believe that a higher percentage of VHF-UHF receivers will be purchases in the future, thus reducing the degree of this limitation.

A number of cities in Kentucky are, however, linked to community antenna systems. In these cases, the ETV station can be received on sets after conversion of the signal by the antenna system.

Short of an actual house-to-house survey, no simple method appears to be available to discover the number of TV sets in the Commonwealth that are presently able to receive a UHF signal. In order to safeguard against over-optimism, the assumption should be made that less than half of the receivers in Kentucky can receive UHF and that the number of such sets will not increase very rapidly under present circumstances. On this basis, programming during the early years of a network will of necessity be aimed at school classes and organized groups that might gather at schools to view special programs in the evening or on weekends.

Surveying Out-of-School Audiences

One of the greatest apparent weaknesses of ETV programming for out-of-school audiences has been the lack of accurate knowledge of "who is listening? how much? how well do they like it?" A fundamental problem exists that affects any decisions in the after-school program. This is to decide whether to lead or to follow. The people who will make the decisions as to what to show over ETV will do so on the basis of what they consider to be needs. Perhaps the prime example of this is with so-called "cultural" programs.

Most Kentuckians are not presently strongly interested in opera, in symphonic production, in ballet, or in modern art. If programs dealing with these types of subjects are shown, probably only a minority of those able to receive these on their home sets will watch them. This, then restates the problem. Should televised programs be chosen only for their mass appeal? If they are not, can use of a publicly-supported statewide network for their showing be justified?

Assuming that these "cultural" programs are valuable in spite

of their limited popular appeal, the answer to the problem may be in trying to reach a variety of minorities in addition to providing a core of cultural programming. As has been pointed out, ETV can be useful for such things as agricultural education, home improvement demonstrations, cooking demonstrations, etc. Only a small minority of the people of the Commonwealth would watch any one of these.

After care has been taken to advertise as widely as possible the offerings of the ETV stations, surveys should be made to determine how many people actually do watch a given program. Audiences may be built up gradually--and no one would believe that citizens will desert nighttime or week-end commercial TV in droves--but on a long-term basis, surveys should determine if the audience for soil conservation programs is changing significantly or if more people watch an opera program than did two years previously. With these types of indicators, wiser choices can be made in program selection.

WARREN G. MAGNUSON
CHAIRMAN

Legislative
United States Senate
COMMITTEE ON
INTERSTATE AND FOREIGN COMMERCE

I am happy to send you the
material requested and hope it
will be of interest and value
to you.

Sincerely, 17 1961

RECEIVED
NAEB HEADQUARTERS
AM PM
7 8 9 10 11 12 1 2 3 4 5 6
Warren Magnuson

File: Legislative ✓

July 17, 1961

The Honorable William L. Dawson, Chairman
House Government Operations Committee
House Office Building
U. S. Capital
Washington 25, D. C.

Dear Mr. Dawson:

The National Association of Educational Broadcasters enthusiastically endorses S.2119, a bill to amend the Federal Property and Administrative Services Act of 1949 so as to permit donations of surplus property to schools for the ~~mentally~~ retarded, schools for the physically handicapped, educational television stations and public libraries.

As the trade association, representing this Nation's 57 television stations, we believe that adoption of S.2119 would make available to educational television stations across the nation certain surplus properties at a cost commensurate with their ability to pay. One of the big deterrents to a natural growth and expansion of educational television in this country has been the high cost of equipment. This bill would permit educational television stations to purchase certain items of needed equipment from surplus government property at a more modest cost, thus encouraging the growth and expansion of educational television and thereby helping develop a valuable resource in the service of education and the national welfare.

Your considered support of this legislation is urgently requested.

Sincerely,

William G. Harley

WGH:kfm

July 18, 1961

The Honorable John L. McClellan, Chairman
Senate Government Operations Committee
3302 New Senate Office Building
Washington 25, D. C.

Dear Mr. McClellan:

The National Association of Educational Broadcasters enthusiastically endorses S.2119, a bill to amend the Federal Property and Administrative Services Act of 1949 so as to permit donations of surplus property to schools for the mentally retarded, schools for the physically handicapped, educational television stations and public libraries.

As the trade association, representing this Nation's 57 television stations, we believe that adoption of S.2119 would make available to educational television stations across the nation certain surplus properties at a cost commensurate with their ability to pay. One of the big deterrents to a natural growth and expansion of educational television in this country has been the high cost of equipment. This bill would permit educational television stations to purchase certain items of needed equipment from surplus government property at a more modest cost, thus encouraging the growth and expansion of educational television and thereby helping develop a valuable resource in the service of education and the national welfare.

Your considered support of this legislation is urgently requested.

Sincerely,

William G. Harley

WGH:kfm

✓ ROBERT S. KERR
OKLAHOMA

United States Senate

WASHINGTON, D.C.

July 5, 1961

#5

COMMITTEES:
CHAIRMAN,
AERONAUTICAL AND SPACE
SCIENCES
FINANCE
PUBLIC WORKS
CHAIRMAN, SUBCOMMITTEE ON
FLOOD CONTROL, RIVERS AND
HARBORS
DEMOCRATIC POLICY

RECEIVED
NAEB HEADQUARTERS

JUL 6 - 1961

AM 7 8 9 10 11 12 1 2 3 4 5 PM

Mr. Harold Hill
N. A. E. B.
1346 Conn. Ave., N. W.
Washington 6, D. C.

Dear Mr. Hill:

At your request Senator Kerr is happy to send you three copies of S. 2119, a bill to amend the Federal Property and Administrative Services Act of 1949 so as to permit donations of surplus property to schools for the mentally retarded, schools for the physically handicapped, educational television stations, and public libraries.

Sincerely,

Don McBride

Don McBride
Asst. to Rob't S. Kerr

87TH CONGRESS
1ST SESSION

S. 2119

IN THE SENATE OF THE UNITED STATES

JUNE 21, 1961

Mr. KERR (for himself and Mr. MONRONEY) introduced the following bill;
which was read twice and referred to the Committee on Government
Operations

A BILL

To amend the Federal Property and Administrative Services Act of 1949 so as to permit donations of surplus property to schools for the mentally retarded, schools for the physically handicapped, educational television stations, and public libraries.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*
3 That the first sentence of paragraph (3) of subsection (j)
4 of section 203 of the Federal Property and Administrative
5 Services Act of 1949 (40 U.S.C. 484 (j)) is amended (a)
6 by striking out in clauses (A) and (B) the words "and
7 universities" and inserting in lieu thereof, in each such clause,
8 the phrase "universities. schools for the mentally retarded,

1 schools for the physically handicapped, and educational tele-
 2 vision stations", and (b) by striking out the word "and"
 3 before "(B)" and by inserting immediately before the
 4 period at the end of such sentence the following: "; and
 5 (C) public libraries".

6 Section 203 (j) of such Act is further amended by in-
 7 serting at the end thereof the following paragraph:

8 "(7) The term 'public library', as used in this sub-
 9 section, means a library that serves free all residents of a
 10 community, district, State, or region, and receives its financial
 11 support in whole or in part from public funds."

87TH CONGRESS
1ST Session

S. 2119

A BILL

To amend the Federal Property and Administrative Services Act of 1949 so as to permit donations of surplus property to schools for the mentally retarded, schools for the physically handicapped, educational television stations, and public libraries.

By Mr. KERR and Mr. MONRONEY

JUNE 21, 1961

Read twice and referred to the Committee on
Government Operations

JOHN L. MCCLELLAN, ARK., CHAIRMAN
HENRY M. JACKSON, WASH.
SAM J. ERVIN, JR., N.C.
HUBERT H. HUMPHREY, MINN.
ERNEST GRUENING, ALASKA
EDMUND S. MUSKIE, MAINE

KARL E. MUNDT, S. DAK.
CARL T. CURTIS, NEBR.
JACOB K. JAVITZ, N.Y.

WALTER L. REYNOLDS, CHIEF CLERK

photocopies of this letter and attached sent
to Ray ~~Max~~ Hurlbert 7/24/61

United States Senate

COMMITTEE ON
GOVERNMENT OPERATIONS

legis. 1961

RECEIVED
JULY 19, 1961

JUL 21 1961
JUL 19 1961
JUL 19 1961

Mr. William G. Harley
National Association of Educational
Broadcasters
DuPont Circle Office Building
1346 Connecticut Avenue, N.W.
Washington 6, D.C.

Dear Mr. Harley:

This will acknowledge receipt of your letter of July 18, 1961, with reference to your interest in the bill, S. 2119 to amend the Federal Property and Administrative Services Act of 1949 so as to permit donations of surplus property to schools for the mentally retarded, schools for the physically handicapped, educational television stations, and public libraries.

Attached is a copy of a staff memorandum setting forth the views of the Bureau of the Budget relative to this and similar proposals which are now pending before this committee. Extensive hearings were held on bills which in some instances were identical to those listed in the staff memorandum during the 86th Congress and no action was taken at that time. No decision has been made as to whether the committee will reconsider these proposals during the present Congress, but in the event that it does, your letter will be made a part of the record of any hearings that may be held on such measures.

Thanking you for your letter, I am

Sincerely yours,

John L. McClellan
John L. McClellan
Chairman

Enclosure

STAFF MEMORANDUM NO. 87-1-48

1961 July 20, 1961

SUBJECT: To Amend the Federal Property and Administrative Services Act of 1949, so as to permit donations of surplus property to new categories of eligible donees.

There have been a number of bills introduced in the 87th Congress and referred to this committee to date, proposing the extension of the Federal donable property provisions of the above cited Act to other public organizations and groups which are not now eligible. These proposals include S. 53 (Indian tribes); S. 648 (certain educational institutions); S. 688 (New Mexico Boys' Ranch); S. 1069 (certain welfare agencies); S. 1136 (educational extension activities conducted through 4-H Club organizations); S. 1687 (educational activities conducted by non-profit organizations providing educational or occupational training for mentally retarded children); S. 1811 (park or recreational and historic-monument purposes); S. 2119 (Schools for mentally retarded and physically handicapped, educational TV; stations and public libraries); and S. 2173 (Fish and Wildlife management activities). There are also a number of similar proposals pending before the House Committee on Government Operations proposing the extension of the Act to other groups.

The following reports have been submitted to the Chairman of the Committee by the Bureau of the Budget, on S. 648 and S. 1069, two of the bills referred to above, which set forth the general views of the present Administration on all such proposals. Copies of these letters are being furnished to members of the committee and sponsors of the above listed bills, for their information.

EXECUTIVE OFFICE OF THE PRESIDENT
BUREAU OF THE BUDGET
Washington, D.C.

April 19, 1961

Honorable John L. McClellan
Chairman, Committee on Government Operations
United States Senate
Washington 25, D. C.

My dear Mr. Chairman:

This is in response to your requests for a report on S. 648, a bill "To amend the Federal Property and Administrative Services Act of 1949 so as to permit donations of surplus property to certain educational institutions."

The principal effect of S. 648 would be to redefine existing authority for donations of surplus personal property for educational purposes to permit donations to "other educational institutions" which would include public libraries and other types of activities which might come to be considered educational institutions. At present surplus real property may be transferred to libraries but surplus personal property may not be donated to a library unless it is part of a school, college, or university.

We would not object to the inclusion of libraries among eligible recipients of surplus personal property but would be opposed to the term "other educational institutions" as contained in S. 648. That term is so broad and general that we believe difficult questions would arise concerning the eligibility of numerous organizations whose programs include some incidental elements of education or training, although they exist primarily for recreation, entertainment or other purposes concerned with personal or local community interests. Although many such organizations serve useful purposes in a community, we question whether Federal property should be made available to them on a donation basis.

If amended to redefine "educational purpose" to include a library, S. 648 would still be clearly distinguishable from the numerous bills to enlarge the donation program by adding new categories of eligible donees, such as volunteer fire departments, municipal corporations, mosquito control districts, and various local agencies. Donations for educational purposes have been authorized for many years and legislation adding libraries to the list of eligible donees would not constitute a new type or category of purpose for which donations would be authorized.

We wish to reaffirm our opposition to any general or piecemeal expansion of the donation program to include additional categories and purposes. Disposal of Federal surplus property is a very difficult administrative task and further

expansion of the donation program would unduly delay and increase the cost of managing and disposing of surplus property. Furthermore, we believe property which has been purchased with funds provided by taxpayers throughout the country should be donated only for purposes that are compelling in the national interest and should not be diverted for local activities that are primarily the responsibility of local communities.

The Government has had very unsatisfactory experience under statutes in effect prior to 1949 which authorized donations for a wide variety of purposes. Since the various eligible donees frequently wanted and claimed the same surplus property it was necessary to establish priority systems under which first one and then another potential claimant reviewed the lists of available surplus. That process delayed the disposal of surplus property for long periods, sometimes for years, while the Government continued to incur the cost of custody and storage and the losses due to deterioration in stock. In the end, only a very small portion of the available surplus property was claimed by any of the eligible donees. These conditions led the first Hoover Commission to recommend repeal of the various donation statutes and in 1949, with President Truman's approval, most of the statutes were repealed. Donations for educational purposes were authorized, however, and later amendments to the Federal Property and Administrative Services Act authorized donations for public health and civil defense purposes.

The volume of surplus property and the administrative problems involved in its disposal are still formidable and we believe it would not be in the public interest to complicate the problem again by adding new categories of eligible donees.

Sincerely yours,

/s/

PHILLIP S. HUGHES
Assistant Director for
Legislative Reference

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EXECUTIVE OFFICE OF THE PRESIDENT
Bureau of the Budget
Washington 25, D.C.

July 14, 1961

Honorable John L. McClellan
Chairman, Committee on Government Operations
United States Senate
Washington 25, D. C.

Dear Mr. Chairman:

This is in reply to your request for a report on S. 1069, a bill "To amend the Federal Property and Administrative Services Act of 1949 to authorize the disposal of surplus property to certain welfare agencies."

To the existing statutory authority for the donation of surplus Federal personal property for purposes of education, public health and civil defense, S. 1069 would add certain tax supported or tax exempt welfare or recreation agencies. As defined in the bill, the term "welfare or recreation agencies" could include such agencies as the Salvation Army, YMCA, YWCA, Travelers Aid, homes for the aged, youth centers, adoption centers and other similar organizations. Though we do not question the worthiness of these agencies and organizations we would be opposed to the enactment of S. 1069.

We wish to reaffirm our opposition to any general or piece-meal expansion of the donation program to include additional categories and purposes. Disposal of Federal surplus property is a very difficult administrative task and further expansion of the donation program would unduly delay and increase the cost of managing and disposing of surplus property. Furthermore, we believe property which has been purchased with funds provided by taxpayers throughout the country should be donated only for purposes that are compelling in the national interest and should not be diverted for local activities that are primarily the responsibility of local communities.

The Government has had very unsatisfactory experience under statutes in effect prior to 1949 which authorized donations for a wide variety of purposes. Since the various eligible donees frequently wanted and claimed the same surplus property, it was necessary to establish priority systems under which first one and then another potential claimant reviewed the lists of available surplus. That process delayed the disposal of surplus property for long periods, sometimes for years, while the Government continued to incur the cost of custody and storage and

and the losses due to deterioration in stock. In the end, only a very small portion of the available surplus property was claimed by any of the eligible donees. These statutes were repealed in 1949 in order to speed up, simplify and make less costly the task of surplus property disposal.

The volume of surplus property and the administrative problems involved in its disposal are still formidable and we believe it would not be in the public interest to complicate the problem again by adding new categories of eligible donees.

Sincerely yours,

/s/ PHILLIP S. HUGHES
Assistant Director for
Legislative Reference

- - - - - 0 - - - - -

Walter L. Reynolds
Staff Director



WAYNE STATE UNIVERSITY

DETROIT 2, MICHIGAN

July 20, 1961

RECEIVED
NAES MICHIGAN

JUL 21 1961

TELETYPE
PR

✓ The Honorable John D. Dingell
House of Representatives
Washington, D. C

Dear Representative Dingell:

With the recent news about the general education bill, I am quite concerned about the ETV or Roberts Bill - HR-132. I am sure you are familiar with the development of educational television in our state, particularly since I remember your being in our studios in the past.

Many of the mounting pressures in education can be resolved by this medium. It is not a panacea, but it will be a major tool if we get to use it. I hope you can influence some of your committee colleagues by informing them of the work being done in Detroit at Wayne State, University of Detroit, and the Board of Education.

Please put your skillful energies into the fight and secure the passage of this important amendment to the 1934 Communications Act. If I can be of any help, you know that you need only to ask.

Sincerely yours,

Dr. Lee S Dreyfus
Assistant Director
Radio and Television

LSD:c

bc: W. Harley

RECEIVED
NAEB HEADQUARTERS

JUL 24 1961

7:8:9:10:11:12:1:2:3:4:5:6

July 21, 1961

Congressman J. Arthur Younger
House Office Building
Washington 25, D. C.

Dear Art:

C
You perhaps do not remember kibitzing on the honeymoon of a young couple nearly thirty years ago on a trip from Seattle to San Francisco aboard the SS Emma Alexander, but I certainly do, for I was the bridegroom. My wife was Elizabeth Smith, daughter of Helen and Rex Smith. I hope your responsibilities in Congress have not dulled your enjoyment of the practical joke -- nor that your long residence in California has caused you to completely forget Seattle and the University of Washington

P
My purpose in writing you is to tell you of a deep interest I have in the bills for federal aid to educational television which are before the Committee of Foreign and Interstate Commerce in the House. I am manager of a non-commercial educational television station operated by the University of Washington as a joint venture with the public school districts of Seattle and King County. Because I happen, at the present time, also to be Chairman of the Television Board of the National Assn. of Educational Broadcasters, and national chairman of the committee of educational stations affiliated with the National Educational Television and Radio Center, my interest in such legislation extends far beyond the needs of the University of Washington or the State of Washington.

Y
I was privileged to be asked to testify on this legislation before the Senate Commerce Committee earlier this year. As you know the Senate bill was introduced by Warren Magnuson from Washington. The point of my testimony then, and the thing I would like to tell you is this: The most important thing which the educational television stations can do is to help the public schools meet the complex instructional problems they face growing out of rapidly increasing enrollments and the inevitable shortage of skilled teachers. Many of the 57 existing educational television stations would not have come into being had not the schools of their respective communities been assisted in acquiring capital equipment funds through grants from the Ford Foundation and others. The sources that many of us were able to draw on for funds no longer are available to the stations which must be created in the next few years if the schools of our country are to be able to take advantage of the medium of television to help improve their instruction. The availability of Federal funds will make possible the development of many stations which will not otherwise be able to come into being. And it may be that this type of aid to these stations is a proper function of the Federal government, for the ~~field~~ of television and particularly these non-commercial educational stations are in a sense, creatures of the federal government. *station*

I do not have the competence to tell you how the Federal government should spend its money, so I do not urge you to vote for this measure. I can only tell you from my knowledge of what educational television facilities are enabling schools to do, that such facilities are going to be of tremendous importance to helping our schools do the job we need them to do in the years ahead of us. Many schools will be unable to acquire the capital funds to construct the facilities they need without help from somewhere, and it may be that Federal help is what is needed. Operating funds are generally not an insurmountable problem, for many schools are providing the operating funds to support these stations, out of the savings in instructional costs which television broadcasting makes possible.

Our station derives 2/3 its operating support from the public school districts of the area which make payment of \$1.00 per student per year to the University. The \$130,000 from these sources is supplemented by \$65,000 from the University of Washington and additional funds from Seattle University, Seattle Pacific College and the Seattle Public Library. We have been in operation for more than 6 years, but had not the Fund for Adult Education given us an initial gift of \$150,000 to purchase capital equipment items, it is quite possible that even this community would not have developed such a station. After the initial seed money from the Fund for Adult, the community itself provided another \$400,000. A small amount of help from the Federal government might stimulate a large number of presently un-served areas to develop stations.

I would appreciate your taking a good look at the measures when they come before your full committee (the legislation has been recommended to the full committee by the sub-committee) to see if you can support them.

Best personal regards,

Loren B. Stone
Manager KCTS-TV

File - Journal

July 24, 1962

Mr. David Berikman
1072 E. 18th Street
Brooklyn 30, New York

Dear Mr. Berikman:

I am returning your manuscript which you sent to me on June 17. In discussing this with other members of the staff, we felt that there is certainly a place for an article based on the premise that stations should have the guts to stand up for certain things--essentially, to editorialize. You have the beginning for such a piece in your article. However, we feel that your field is not wide enough; you are using only one example. Surely there are others. (Without some supporting evidence, for instance, I do not think we can blithely make the statement that WMCA is the only station in the country which editorially supported Kennedy.)

If you will study some of the other stations throughout the country (including educational stations; WHA, in Madison, Wisconsin, has a long history of airing the views of "controversial" figures, for example) and rewrite your manuscript to make it more of a plea for the idea you have in mind and less of a eulogy for WMCA, I would certainly like to see it again.

I hope to run your satire soon--perhaps in the November-December issue.

Sincerely,

Betty
(Mrs.) Betty McKenzie
Publications Editor

bmck/wp

blcc: Mr. Harold E. Hill ✓
Mr. Walter B. Emery

*— and thanks. It's
exactly what I
thought, too, but
you said it so
well!*

ALABAMA EDUCATIONAL TELEVISION COMMISSION

BIRMINGHAM 3, ALABAMA

July 24, 1961

Hon. John J. Flynt, Jr.
Committee on Interstate and
Foreign Commerce
House of Representatives
House Office Building
Washington, D. C.

Dear Representative Flynt:

This is to reaffirm our feeling in Alabama that the priming of the educational television pump in the United States by Congress at this time is, in our opinion, not only necessary but imperative. Through this means, we feel that we can overcome some of the handicap that we suffer in comparison to other world powers in the field of education at this time.

To bolster and bulwark the strength that we already have in educational television in the United States, we further strenuously urge that the provision in the original House bill, providing for matching of previously invested capital funds, be reinstated. We know that moving from known strength to new areas is wise procedure. The pioneer operations of educational television, many of which now need replacement of worn out broadcasting equipment, are best bets for carrying forward this great venture. Your support of this provision can well mean the strengthening of the bill and possibly making for the strongest feature of the bill.

With kindest regards, I am

Sincerely yours,

Raymond D. Hurlbert
General Manager

RDH/ml
enc.

HASTINGS KEITH, M.C.
505 BRISTOL, MASSACHUSETTS

COMMUNIST VESTIGES
CAPTION, 6-6161
REVISION 3111

COMMITTEE ON
INTERSTATE AND FOREIGN
COMMERCE

HEARING OFFICE
240 POST OFFICE BUILDING
NEW BRISTOL, MASSACHUSETTS

Congress of the United States
House of Representatives
Washington, D. C.

July 26, 1961

Mr. Richard Fleming
Republican State Committee
8 Beacon Street
Boston, Massachusetts

Dear Dick:

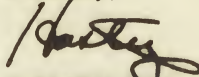
Thank you for your thoughtful letter of the 24th with reference to
HR 132.

I will be perfectly frank with you. I discussed this matter today
with the Committee and was informed that this measure is pending with
no action scheduled. It was indicated to me that consideration of the
bill by the House during this session is remote, if not impossible.

I regret that I could not give you a more optimistic response.
However, there is considerable opposition to making such a large sum
of money available to each State in the Union, especially at a time when
we are supposed to be "tightening our belts." Furthermore, there is
too little time left in this session and too much business of an urgent
nature to settle.

Looking forward to seeing you in Washington in August,

Sincerely,



HASTINGS KEITH, M.C.

*The TV Bill
that I had
reference to was
not, unfortunately,
this one.*

HE:JC

TORBERT H. MACDONALD
8TH DISTRICT, MASSACHUSETTS

ASSISTANT MAJORITY LEADER

COMMITTEES:
INTERSTATE AND FOREIGN COMMERCE
SUBCOMMITTEE ON TRANSPORTATION
AND AERONAUTICS
MERCHANT MARINE AND FISHERIES

SUBCOMMITTEES:
OCEANOGRAPHY
MERCHANT MARINE

Congress of the United States

House of Representatives

Washington, D. C.

July 28, 1961

DISTRICT OFFICE:
1806 FEDERAL BUILDING
BOSTON, MASSACHUSETTS
CAPITOL 5-2781

RECEIVED
NAEB HEAD ARTERS

AUG 07 1961

AM PM
7 8 9 10 11 12 1 2 3 4 5 6

Mr. Ralph Lowell
Lowell Institute Cooperative
Broadcasting Council
84 Massachusetts Avenue
Cambridge 39, Massachusetts

Dear Mr. Lowell:

I received your recent letter expressing your interest in H.R. 123, the Educational Television bill.

I know you will be pleased to learn that the Committee on Interstate and Foreign Commerce, of which I am privileged to be a member, has scheduled executive consideration of this legislation to start August 8, 1961.

I appreciate your taking the time to let me have your views on this subject and I can assure you that I will put forth every effort to have the bill favorably considered by the Committee and the Congress.

With kind regards, I am

Sincerely yours,

Torbert H. Macdonald
Torbert H. Macdonald, M.C.

THM:acs

OPTIMUM ELEMENTS RECOMMENDED FOR INCLUSION IN A
FIVE-YEAR PROGRAM OF FEDERAL LEGISLATION DESIGNED
TO ASSIST DEVELOPMENT OF EDUCATIONAL TELEVISION

1. Provision of Federal funds for State and/or regional surveys and plans, on a matching basis, for development of educational television facilities. (Not to exceed \$10,000 per State, plus the District of Columbia and Puerto Rico)
2. Provision of Federal funds, on a matching basis, for local, state or regional purchase of educational television equipment in accordance with previously established and approved plans. The matching basis specified herein should make some allowance for earlier investments in educational television facilities. (Federal grants not to exceed \$1,000,000 per State, plus the District of Columbia and Puerto Rico)
3. Provision of Federal funds for auxiliary educational television services to be administered by the U.S. Commissioner of Education, as follows over a 5-year period:
 - (a) For research, surveys, experimentation and demonstration projects of optimum methods of using television in education: \$2,000,000 per year (based on current rate of similar expenditures under Title VII).
 - (b) For assistance in the training of personnel in operation and utilization of educational television, by means of scholarships, fellowships, workshops, institutes, and conferences, etc.: \$275,000 per year.
 - (c) For assistance in the creation of regional, national and international exchange and distribution arrangements for instructional television materials: \$1,800,000.

- (d) For bibliographic services and information -- publications and cataloging to facilitate distribution and use of educational television materials: \$150,000 per year.
- (e) For educational liaison and consultation services to make available to educational broadcasters the assistance of outstanding educators and technical specialists: \$300,000 per year.
- (f) Both the program of auxiliary services and the program of survey and construction grants should be generally supervised and approved by a statutory National Advisory Committee similar to that established under the provisions of Title VII, NDEA.

These recommendations would imply Federal budgetary commitments as follows over a five-year period:

Surveys and plans.....	\$ 520,000
Grants for ETV facilities.....	52,000,000
Auxiliary services (@ \$4,525,000 per year).....	<u>22,625,000</u>
TOTAL.....	\$75,145,000

Year-by-year appropriations of these funds would be indicated as follows:

<u>1st Year:</u>	
surveys of 38 States (@ \$10,000).....	\$ 380,000
equipment grants (28 States @ \$250,000 and 10 States @ \$100,000).....	8,000,000
auxiliary services.....	<u>4,525,000</u>
	\$12,905,000
<u>2nd Year:</u>	
surveys of 14 States (@ \$10,000).....	\$ 140,000
equipment grants (14 States @ \$100,000, 28 States @ \$500,000, and 10 States @ \$250,000).....	17,900,000
auxiliary services.....	<u>4,525,000</u>
	\$22,565,000
<u>3rd Year:</u>	
equipment grants (14 States @ \$250,000, 28 States @ \$250,000, and 10 States @ \$500,000).....	\$15,500,000
auxiliary services.....	<u>4,525,000</u>
	\$20,025,000
<u>4th Year:</u>	
equipment grants (10 States @ \$150,000 and 14 States @ \$500,000).....	\$ 8,500,000
auxiliary services.....	<u>4,525,000</u>
	\$13,025,000
<u>5th Year:</u>	
equipment grants (14 States @ \$150,000).....	\$ 2,100,000
auxiliary services.....	<u>4,525,000</u>
	\$ 6,625,000

Copied 2966

July 31, 1961

The Honorable Oren Harris
Chairman, Committee on Interstate
and Foreign Commerce
House of Representatives
House Office Building
Washington 25, D.C.

Dear Chairman Harris:

We appreciate that members of Congress, and especially those of you who hold key leadership positions, are faced with tremendous responsibilities in establishing frontiers among the many worthy legislative proposals awaiting action. In this respect we commend to your attention H132.

In terms of its crucial importance in helping education cope with the crisis in teacher and facilities deficits; in terms of the importance of serving allocations reserved for education before they are lost forever; and in terms of developing a social, educational and general public program since for the entire nation - H132 would seem to merit early consideration.

The state-by-state studies which NAEB and JCEB have supplied your committee testify to the amount of interest and to the effort the states have made in organizing their limited resources and planning for further development. Much of this development has been sparked by the hope and promises of Federal legislation, which has now been before Congress three times. Another postponement at this time would seriously handicap this development for years, - in some cases, many years. ETV has reached a critical moment; it moves now or endangers its total progress.

We hope that your committee may see fit to report this measure out shortly so that it may be brought before the Rules Committee and then, hopefully, before the House of Representatives.

Sincerely Yours,

William G. Harley

WGH/mm

Montana

EDUCATIONAL TELEVISION PROJECT

RECEIVED
NAEB HEADQUARTERS



AUG 25 1961

MONTANA STATE UNIVERSITY
MISSOULA, MONTANA

AM 7:30 9:10 11:12 1:12 3:45 5:15 PM

THE MONTANA EDUCATIONAL
TELEVISION COMMITTEE

Chairman:

Dr. Thomas Mariarty
Eastern Montana College
Billings

Secretary:

Mr. Hardy Berry
Montana State University
Bozeman

Project Director:

Dr. Erling S. Jorgensen
Montana State University
Missoula

Engineer:

Mr. Archer S. Taylor
Montana State University
Missoula

Members:

Mr. Russell Barthell
Executive Secretary,
University of Montana
Helena

Mr. Al Blockey
Bozeman Public Schools
Bozeman

Dr. Wesley Caspers
Western Montana College
Dillon

Mr. Robert B. Farnsworth
Superintendent of Schools
Great Falls

Mr. M. C. Gallagher
Superintendent of Schools
Billings

Dr. William Lisenby
Northern Montana College
Havre

Mr. Walter Marshall
931 Knight Street
Helena

Dr. Kenneth M. McLeod
Montana School of Mines
Butte

Miss Harriet Miller
State Superintendent of Public
Instruction
Helena

Mrs. Laura Jane Taft
Superintendent of Schools
Glacier County, Cutbank

Mr. Peter Vukad
Superintendent of Schools
Wibaux

VERY IMPORTANT MEMO

TO: Montana ETV Committee members and others interested in the
development of ETV in Montana

FROM: Erling S. Jorgensen, Director, Montana ETV Project

August 21, 1961

I have just learned that H. R. 132 (The Roberts Bill), providing for matching federal aid to construction of educational television transmission facilities, has been favorably reported out of the House Interstate and Foreign Commerce Committee by a 21 to 3 vote. The major amendment was to restore the provision allowing 25 per cent credit for previous ETV expenditures toward matching funds.

H. R. 132 differs from S. 205 (The Magnusen-Metcalf Bill), passed earlier by the Senate. While the Senate bill provides for outright grants of up to one million dollars for each state for the construction of physical transmission facilities for educational television, H. R. 132 provides matching funds up to one million dollars per state on a fifty-fifty basis and grants up to ten thousand dollars to each state also on a matching basis for the purpose of making a survey in the development of a program for ETV in each state.

The Montana ETV Committee is on record in favor of Senate Bill 205 and its companion bill H. R. 965. The House Interstate and Foreign Commerce Committee now having passed H. R. 132, it behooves each of us to support passage of H. R. 132 and then exert our influence to see that revisions are made in conference committee between the Senate and the House.

H. R. 132 must now be passed by the House Rules Committee before it can be placed on the House calendar. The members are listed on the reverse side. I hope you will write to any members of that committee or its chairman, Howard W. Smith, expressing your view that this bill should be passed by the Rules Committee for consideration by the entire House. It would be wise to send a carbon copy of your letter to our representatives, Arnold Olsen and James Battin.

Members of the House Rules Committee are:

Democrats: Howard W. Smith, Broad Run, Virginia; William M. Colmer, Pascogoula, Mississippi; Ray J. Madden, Gary, Indiana; James J. Delaney, Long Island City, New York; James W. Trimble, Berryville, Arkansas; Homer Thornberry, Austin, Texas; Richard Bolling, Kansas City, Missouri; Thomas P. O'Neill, Jr., Cambridge, Massachusetts; Carl Elliott, Jasper, Alabama; and B. F. Sisk, Fresno, California.

Republicans: Clarence J. Brown, Blanchester, Ohio; Katherine St. George, Tuxedo Park, New York; H. Allen Smith, Glendale, California; Elmer J. Hoffman, Wheaton, Illinois; and William H. Avery, Wakefield, Kansas.



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
BOX 911, HARRISBURG

August 21, 1961

RECEIVED
NAES HEAD OFFICE

AUG 24 1961

AM 7/8/9/10/11/12/1/2/3/4/5/6

HH Noted HSD
mg + return

Dr. William G. Harley
National Association of
Educational Broadcasters
1346 Connecticut Avenue, N. W.,
Washington, 6, D. C.

Dear Dr. Harley:

Thank you for your August 17 MEMO regarding the Roberts bill (H R 132) providing for Federal aid to educational television.

As you know, we are very much interested in every aspect of educational television, and support legislation with respect to Federal aid in this regard.

Our State Superintendent, Dr. Charles H. Boehm, testified in Washington on the Magnuson bill and his testimony was well received.

We shall be happy to be in touch with the House Members on educational television. Dr. Boehm shares these feelings.

With best wishes -

Sincerely

Neal V. Musmanno
Neal V. Musmanno
Deputy Superintendent

UNIVERSITY OF KENTUCKY
LEXINGTON, KENTUCKY

#5

COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF RADIO-TV-FILMS

August 23, 1961

Mr. Harold E. Hill,
Administrative Vice President
Dupont Circle Office Building
1346 Connecticut Avenue, N.W.
Washington 6, D.C.

RECEIVED
NAEB HEADQUARTERS

AUG 28 1961

AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

Dear Harold:

My pleasure. Please let me know if I should send more.

Best to all,

Len

Len

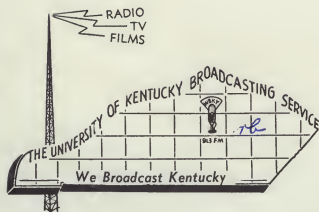
P.S. I am wondering whether the approach to the Rules Committee is different from the previous committees which have dealt with ETV. Your note seemed less anxious.

While waiting to hear whether you advise we go all out and in what particular way, I have asked the Governor's office and the University President's office to write to Howard Smith and this is being done this week. Would it help to do more and what?

Best,

OLP

OLP:rb



MICHIGAN STATE UNIVERSITY EAST LANSING

COLLEGE OF COMMUNICATION ARTS • DIVISION OF MASS COMMUNICATIONS
DEPARTMENT OF TELEVISION AND RADIO

Copy

August 26, 1961

Dear Carl:

Is there anything you can do to stimulate the House Rules Committee to approve H. R. 132 (the Roberts Bill), providing aid for construction of educational television stations? The Senate has long been in favor of this type of legislation and the House Interstate and Foreign Commerce Committee has reported out this bill. It seems such a tragedy that the will of Congress and a substantial body of public opinion throughout the country should be frustrated by a few reactionaries who seem to be more interested in building roads (good as this is), than in helping build communication facilities and bridges of understanding. As whip in the House, I hope you may be able to use your influence to get the bill out so Congress will, at least, have a chance to vote on it.

Glad to report that my book is having a good sale. The attachment may be of interest to you. I was in Oklahoma this summer. Saw many of our mutual friends. Was interviewed over WKY-TV and KVOO-TV about my book and did some consulting work at Oklahoma State University. It was pleasant to get back to my old stomping ground. Give my regards to Mike, John, Bob and other Oklahoma Congressmen when you see them. Saw you on tv not long ago. You did very well. More appearances by you on tv would be in order.

Sincerely,

The Honorable Carl Albert
House Office Building
Washington, D. C.

Walter Emery

August 28, 1961

Mr. O. Leonard Press
Department of Radio-TV-Films
University of Kentucky
Lexington, Kentucky

Dear Len:

I did not mean to imply that there was not urgent need to express points of view to the House Rules Committee. This Committee now holds the key to whether or not Federal aid to ETV legislation will come out of this session of Congress. Therefore, it seems to us that it is vitally important that all those interested in this legislation should make their views known, post haste, to any members of the Committee, with whom they have any contact.

As of this time, the chances appear to be slightly less than 50-50 that the bill will get out of the Rules Committee.

Cordially,

Harold E. Hill
Administrative Vice President

HEH/mlm



SOUTHERN REGIONAL EDUCATION BOARD
130 SIXTH STREET, N. W. ATLANTA 13, GEORGIA TRINITY 5-2211

AUG 28 1961

MEMORANDUM

AM PM
7/8/9/10/11/12/1/2/3/4/5/6

From: William L. Bowden
Date: August 23, 1961

Subject: FEDERAL EDUCATIONAL TELEVISION BILL, H.R.132

On August 17, H.R.132 (the Roberts Bill), providing for Federal aid to construction of educational television station, was favorably reported out of the House Interstate and Foreign Commerce Committee by a large affirmative 21 - 3 vote.

The principal provisions of the bill, as they now stand, are as follows:

1. That \$10,000 matching funds per state be appropriated for state ETV surveys.
2. That \$25,000,000 matching funds be appropriated for the construction of ETV stations in the nation over a four-year period of time.
3. That provisions be made for state plans to be developed cooperatively by two or more states if so desired.
4. That grants be made on a project-by-project basis rather than on a state-by-state basis. (Intrastate and interstate cooperation between educational agencies likely will be viewed with favor.)
5. That credit will be given for previous capital expenditures for ETV. (This feature was restored by the Committee last week.)
6. That no federal grants be contemplated for closed circuit transmission within a single school or a single site.

The bill must now be passed by the House Rules Committee before it can be placed on the House calendar. Your views regarding this bill are important at this particular point in time.

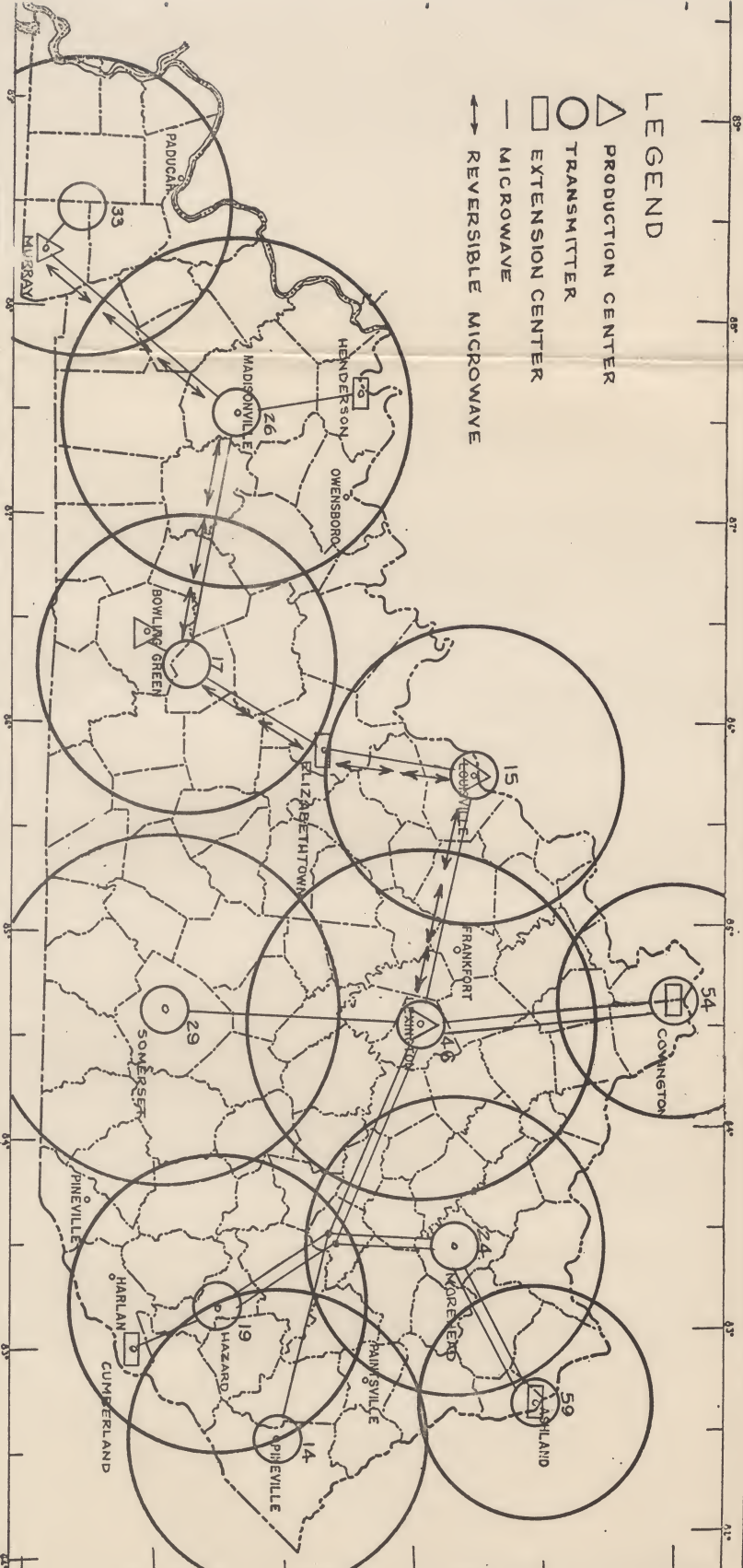
The Southern members of the House Rules Committee, House of Representatives, United States Congress, are listed below in the event you wish to make your views known to any of them.

The Honorable Howard W. Smith, Broad Run, Virginia (Chairman)
The Honorable William M. Colmer, Pascagoula, Mississippi
The Honorable James W. Trimble, Berryville, Arkansas
The Honorable Homer Thornberry, Austin, Texas
The Honorable Carl Elliott, Jasper, Alabama

William L. Bowden
William L. Bowden
Associate Director

LEGEND

- △ PRODUCTION CENTER
- TRANSMITTER
- EXTENSION CENTER
- MICROWAVE
- ↔ REVERSIBLE MICROWAVE



National Educational Television and Radio Center
Washington Office
1619 Massachusetts Avenue, N.W.

November 13, 1961

MEMORANDUM

To: All ETV Station Managers

From: David C. Stewart
Director, Washington Office

cc: James Robertson
John White
Arthur Griffin
Paul Owen

Subject: ETV Legislation

I am sending along major excerpts from a news item which appeared in The Washington Post on November 9, 1961. "The Road Show" is another opportunity for expressing our views concerning the early favorable action on ETV legislation (H.R.132) now before the House Rules Committee. I am also sending this information to the Washington Headquarters of the NAEB with the request that they too may alert their membership of this further opportunity to express opinions on ETV legislation before Congress reconvenes in January.

'Kennedy Road Show' Leaves Chicago, Moves to Nashville

"Chicago, Nov.8 - President Kennedy's latest Washington road show, 'The White House regional conference,' moved on to Nashville tonight after opening a whole new avenue for direct White House contacts with the people during a two-day stand in Chicago.

For the second straight day, Federal, state and local officials exchanged banter and ideas with representative local citizens in a quest for solution of such common problems as rehabilitation of our cities and medical care for the aged.

Postcards Solicited

To avoid any hitch in two-way communications, big blue postcards, addressed to 'the President, the White House, Washington 25, D.C.,' were made available here to every regional participant to write Mr. Kennedy directly.

Large posters, displaying the picture of the President, extended this invitation: 'The President wants to know your views--write to him today. Cards are available here.'

The cards appeared for the first time in the east room of the Sheraton Chicago Hotel, where the regional panels on 'Opportunities for Living in Later Years,' headed by Assistant HHFA Administrator Sidney Spector, and 'Opportunity for Health and Welfare,' chaired by Under Secretary of Health, Education and Welfare Ivan Nestigan, were lunching.

'We just want to be sure that anybody who has any question to ask or suggestions to make and who didn't get a chance to do it here can send it directly to Washington,' said Nestigan.

"Keynoted by Weaver

In keynoting today's closing Chicago area session, Administrator Weaver told his Federal-state local audience:

'We know the directions in which we are trying to move. Now we want to find out if you think these are the right directions, and where you think we should go from here.'

Reminding them Congress will be back in two months, he prompted: 'We will report to the President what you have told us in these conferences, and we will start working on next year's legislative program.'

In the question-and-answer follow-up, Weaver was asked the inevitable question of whether Federal aid in health community facilities urban development and other areas would not lead to Federal control.

Weaver said he ran into that charge everywhere, and he called it a bugaboo--'an attempt to prevent the Federal Government from assuming responsibilities it ought to assume.' He said the Morrill Act, setting up the land grant colleges, had long since demonstrated Federal money could not buy Federal control."

D.C.S.

DCS:db

cc: William Harley, NAEB ✓
Harold Hill, NAEB
JCEB Members

COPY

Sent for the information of

William Harley ✓

NATIONAL EDUCATIONAL TELEVISION AND RADIO CENTER
1619 MASSACHUSETTS AVENUE, N. W. . WASHINGTON 6, D. C.

December 8, 1961

Mr. William J. Lewis
Director, Ford Foundation ETV
Project in Vermont
The University of Vermont
Pomeroy Hall
Burlington, Vermont

Dear Mr. Lewis:

I have received a copy of your letter concerning ETV legislation written to Bill Harley, dated December 6, 1961. Without wishing to put my oar into this correspondence I do, nevertheless, want to tell you how important we regard your thoughts and actions on this matter of ETV legislation.

I am happy to learn that you have taken the matter up with Senator Aiken. This is very helpful. We hesitated last session to make too much of a concentrated effort on the Catholic element in the Rules Committee on the basis of the thought that this action might bestir an unfavorable reaction. But the last legislative session was a pretty awful snarl and perhaps things have simmered down somewhat since Congress adjourned. With respect to your third point, those persons on the Rules Committee who might be opposed, or at least doubtful, would include (in my own view):

Howard Smith, D., Va.
William Colmer, D., Miss.
James J. Delaney, D., N.Y.
Thomas P. O'Neill, Jr., D., Mass.
Clarence J. Brown, R., Ohio

Katherine St. George, R., N.Y.
H. Allen Smith, R., Calif.
Elmer J. Hoffman, R., Ill.
William H. Avery, R., Kansas

We believe it would be a great advantage to us if the Rules Committee would consider the legislation early in this next session--before we get bogged down once again in the mire of religious and federal aid controversy.

I am enclosing a dozen copies of a document entitled "A Report on ETV Legislation" recently published by the Joint Council on Educational Broadcasting. We have some additional copies of this as does Bill Harley.

RECEIVED
NAEB HEADQUARTERS

Sincerely,

David C. Stewart, Director
Washington Office

Enclosure:

DCS:db

cc: William Harley^M

Jack McBride

DEC 11 1961

PM

7 8 9 10 11 12 1 2 3 4 5 6

THE UNIVERSITY OF VERMONT
COLLEGE OF ARTS AND SCIENCES
BURLINGTON, VERMONT



DEPARTMENT OF SPEECH

December 6, 1961

RECEIVED
NAEB HEADQUARTERS

Mr. William G. Harley
Suite 1119
DuPont Circle Building
1346 Connecticut Avenue, N. W.
Washington 6, D. C.

DEC 8 1961
AM 7:31 9:10 11:12 1:28 4:51 6 PM

Dear Mr. Harley:

Last week I had a conversation with Jack McBride, station manager of KUON-TV, relative to the Roberts Bill. I gave him three suggestions on how I thought we might be more likely to succeed with our campaign, and he recommended I pass them on to you. They are as follows:

1. I have contacted Senator George Aiken of our state and have filled him in as to Vermont's need for federal ETV money. He has promised to contact the members of the Rules Committee urging them to pass this legislation. It seems to me it would be desirable if each Senator would contact the Rules Committee on behalf of his own state.
2. We are going to get the leaders of the Catholic organizations in Vermont to write to those members of the Rules Committee who are Catholics urging them to vote for this legislation because ETV obviously transcends all religious boundaries. We think this would be a good idea for other states to pursue.
3. If your office could let us know who the doubtful or opposed members of the Rules Committee are, we could concentrate our campaign on them instead of spreading it over those who are already favorable. Would it be possible for you to send me the names of those who are known to be opposed or neutral to the Roberts Bill?

I hope these suggestions will be helpful to you and to the cause of educational television in general.

Sincerely,

William J. Lewis

William J. Lewis, Director
Ford Foundation ETV Project in Vermont

WJL:MD

cc Jack McBride
David Stewart

Legislation

December 19, 1961

Mr. William J. Lewis
Director
Ford Foundation ETV Project in Vermont
Pomeroy Hall
University of Vermont
Burlington, Vermont

Dear Mr. Lewis:

Returning from a trip abroad I found your letter together with a carbon of a reply from Dave Stewart. Mr. Stewart has covered the waterfront so well I feel there is not much I can add in response to your questions. All of your suggestions are excellent and I trust that you will follow through as you have indicated.

I feel very strongly that this is the critical time for this legislation. I doubt if there will ever be as good a chance again; and likelihood of success is, in large measure, going to depend upon whether there is early consideration by the Rules Committee of this legislation so that the House will have a chance to consider it. Unless he can get action very early in the session, there is not much likelihood of obtaining any action on ETV during this Congress.

I agree with Mr. Stewart's estimation of the members of the Rules Committee who are likely to be opposed or, at least, doubtful. I suspect not much can be done with Mr. Avery or Mr. Brown, but it doesn't hurt to try.

Obviously, initial attention must be given to the Rules Committee, since action by this group is a prerequisite to any further action. However, there will not be time to make a proper contact with members of the House after the Rules Committee acts, so it is important to contact your Representatives now so that they can be alerted and, hopefully, in a receptive mood if and when the bill gets to the House.

We appreciate your suggestions and will be pleased to receive any other ideas which may occur to you for advancing this legislation.

Sincerely yours,

William G. Harley



Happy New Year

INDUSTRY INFORMATION DIGEST

Vol. 5, No. 2

December 1961

HEARINGS MAY CHANGE RADIO'S DIRECTION

Attorney Kenneth A. Cox, when explaining the FCC Broadcast Bureau of which he is chief, begins by telling broadcasters that his aim is to dispel the image of a "cold-blooded agency bent on the destruction of the broadcaster."

Originally called to Washington as general counsel to the FCC when Newton Minow was appointed chairman, Cox became head of the Broadcast Bureau in April 1961.

In a recent talk to the Oregon Association of Broadcasters (a talk similar to those he gives to other states' broadcasters), Cox said that the Commission has spent so much time on television that it may have lost some of its "expertise" on radio. Plans have now been made to conduct informal hearings on radio and there may be some changes in radio rules as a result.

Some of the questions that will be asked in the hearings and that all broadcasters should be asking themselves, as reported by the bureau chief, are:



(Continued on Page 2)

IN COMING ISSUES

What does the U.S. State Department think about attacks made on it and its members—particularly those made on the air? One of our Washington, D.C., members, Simone Poulain, will answer.

A new campaign against inflation, with emphasis on the broadcasters' role, will be described in an article by Bruce Palmer, organizer and first president of the Council for Economic Growth and Security, Inc. Palmer was chairman last year of the political participation committee of the U.S. Chamber of Commerce and once was named one of America's Ten Outstanding Young Men.

A SENATOR SPEAKS

By the Honorable WARREN G. MAGNUSON
United States Senator

There is no subject closer to my heart than educational television. For over 7 years I have introduced and urged the enactment of educational TV legislation. In the first session of the 87th Congress the Senate acted by passing my bill, S.205, by the overwhelming vote of 67 to 13 in essentially the same form as it was approved by the 85th and 86th Congresses. Hearings have been held in the House, the bill has been reported and is presently pending before the House Rules Committee.

The outlook for congressional action and an ultimate program is much more optimistic than it has ever been before. This is due, of course, to the stamp of approval which has been placed on this program by President John F. Kennedy. Then, too, for the first time words of encouragement were uttered by the Secretary of the Department of Health, Education and Welfare, Mr. Abraham Ribicoff.

I am hopeful that all those interested in this subject will continue to communicate with the Congress urging the passage of this legislation in the next session, so that the benefits of the legislation will become available to all the people as soon as possible.



(Continued on Page 3)

HOW KNOWLEDGEABLE ARE YOU?

We respectfully suggest that perusal of your AWRT Digest will help keep you informed about the industry. You don't need to be red-faced when the "top brass" talks about what's going on in Washington or elsewhere, so far as broadcasting goes. For instance, this issue will describe for you the FCC Bureau in the words of its own chief, Kenneth Cox.

HEARINGS

(Continued from Page 1)

1. What do you consider your role as a radio station?
2. What is the role of the network in radio?
3. Is there room in radio for comedy, drama, discussion of public affairs?
4. What sources of programming are available to radio stations? Are there both recorded and live sources? We need to know more about the sources.
5. Is radio serving the local community?
6. How does radio make its living?
7. Are the Commission's standards as to qualifications realistic or should they be tightened up?
8. Does a specialized radio station owe an obligation to offer more than entertainment? What about the old-time radio operator who is faced with competition from a newcomer who avoids expense and trouble (to reach a specialized audience), and thus gets the old timer in trouble rating-wise? Sometimes the newcomer cuts rates and accepts advertising that the old timer wouldn't accept, Cox said, and thus forces the old timer to do likewise. This is why the Commission needs to know the sources of radio revenue in various communities, he explained.

"There are clear limits as to how far the Commission can go in investigating sources of revenue," Cox reported, "but there is a growing concern over stations that are losing money."

Cox believes there will be changes in the interruption rule. "In defining interruption," he told the OAB, "we are inclined to shift to requiring you to report the total amount of time spent in commercials. The chances are very great that the present section asking for a great deal of detail on 'interruption' will be eliminated."

Cox believes there is a good chance he will be able to persuade the Commission to go into many of the above questions and problems on radio.

On television the bureau chief has this to say: "The Commission would not like to see television duplicate the problems of AM radio to get expansion to too many stations. It has been easy and inexpensive to get into AM on credit and with a small staff. We do need more TV competition in some places but I'm afraid we might get program degradation if we had too many TV stations. It is therefore inherent that there would be limits if we went to UHF. For once a station is on the air, it is hard to get it off even though nothing in its program appeals to everyone."

Explaining the work of his own bureau, lawyer Cox pointed out that most broadcasters' dealings are with the bureau. Applications for renewal, complaints about operations, many other matters go to the bureau. It has subdivisions such as the

ONE OF OUR BOYS

Robert D. Swezey, a board member of the AWRTE Education Foundation, is the new director of the NAB Code Authority.



Urbane, charming Bob Swezey, 54, was a pioneer broadcaster who joined NBC in 1939. He was general counsel for the Blue Network when it split off from NBC in 1942. He helped write an earlier version of the radio code and the TV code. Further, he was chairman of the NAB committees which drafted the two codes, the radio code at Atlantic City in 1947 and the TV code in Washington in 1952.

Swezey has been away from broadcasting for a time, having served as a special assistant to Secretary of Labor James P. Mitchell during the last year of the Eisenhower administration.

The code staff numbers seven with its members in Washington, D.C., New York City and Los Angeles.

Swezey has said his primary attitude in the new position will be to try to make the code authority an affirmative structure — not just "against things."

His contract is for two years. He will report directly to Governor Collins. He assumed the office October 15.

One of Swezey's early decisions was authorization for release of a letter to advertising agencies. Written by Stockton Helffrich, director of the New York code office, the letter asked advertising agencies producing toy commercials to send along demonstration toys for the code to check against their copy.

Economics Division with which financial statements are filed and published. It has a network subdivision to which broadcasters' problems with the networks go—and so on.

In a hearing it is the bureau that appears before the examiner and before the Commission.

Cox told the OAB that when the program form change was criticized by the industry, the bureau tried to work out the difficulties. "We did tests with the NAB and are now prepared to make substantial changes in the logging rules," he said.

One final point of advice for all broadcasters by Cox: "If substantial changes are made by you in the three-year period between renewals, you ought to tell the Commission and say why you made the changes. Keep yourselves in a current status with us," he warned.

Critiques by Audiences Urged

Editor's Note: Gilbert Seldes, author, critic teacher and broadcast commentator, is the author of the best seller, "The Public Arts." Now, exclusively for the Information Digest, Mr. Seldes has brought us up to date on an idea he's long cherished.



Why don't you broadcasters let your own communities, on your own air, tell what they think of you? Gilbert Seldes began asking that question of broadcasters some six years ago. He succeeded in persuading a few of them to do just that.

Now the Dean of the Annenberg School of Communications at the University of Pennsylvania, Seldes still asks the question whenever he meets a broadcaster.

Seldes believes that panels of local persons, telling honestly what they think of programing in their own areas, would benefit broadcasting and broadcasters.

Recently we asked the Pennsylvania Dean what success his idea was having. The very next week he had lunch with Newton Minow who described correspondence with a station owner in Dallas, Texas. The owner wrote Minow that his station had aired a program devoted to the reading of critical letters from the public and to the station's answers to them. "The significant fact," Gilbert Seldes wrote, "was that the program was fiendishly popular and kept growing in ratings. It had a 23 one night in comparison with a 37 for a top-ranking series."

Instead of a program devoted to the reading of letters from the public about a station's programing, Seldes wants people on the air. "I think the program should be done before an audience and to get out of the rut, I suggest that one week it be lawyers, another pediatricians and another Iowans in Seattle, etc," he says. "Ideally there should be time for questions."

Some broadcasters have fielded Seldes' suggestion with this reply: "Why should we invite criticism when there's so much of it going around anyhow?"

To them he says that station WCAU tried his panel critique suggestion. On one program, after some conventional criticism, one panelist said, "You did have a good program on your air and you threw it off. Why was that?"

The WCAU-TV moderator replied, "Took it off, did we?" Then he went into the history of the program—a one-shot which found some favor,

was put on every other week and was indeed off for the summer—the time when the question was asked. "But," says Seldes, "the moderator then told the panelist the program would be coming back every week in the fall."

"In one blow," says Seldes, "two things had been accomplished. It became clear that a lot of criticism of TV was ill-informed and it also became clear that the station was alert to what the public wanted."

Here, however, is Seldes' argument, unanswerable, he calls it, for putting a panel of local TV critics on one's own air. "In one way or another station owners will be subjected to public hearings when they apply for renewal of license. How splendid it will be for a station to say: 'We have held public hearings once a week (or fortnight) ever since such and such a date. We have heard what the public wanted and we have discussed its wants. We have justified ourselves all along the line. Now bring on any critics you want. We're bound to have the answers on our tapes.'"—E.W.E.

MAGNUSON

(Continued from Page 1)

I firmly believe that an educational television network, equal to and surpassing the commercial networks, will become a fact if this legislation is enacted. Then, with the startling and almost unbelievable developments taking place in space communications, we will see in the very near future exchanges in program and ideas, not alone between the various schools and professional groups within the United States, but between the United States and such far-off countries as those in Asia, Europe and Africa. The potential is unlimited, but more important is the need for expanding this facility to meet the unprecedented need for the future, where we know that in 1970 there will be more than 6,400,000 students enrolled in our colleges and universities, as compared to the 3,800,000 students presently enrolled. It does not take a great deal of imagination to see the possibilities of educational television in the higher educational field.

I could go on endlessly giving examples of the use, as well as the need, for expanding this medium in the educational field.

I am pleasantly surprised at the attitude of the networks and commercial broadcasters to my bill. I hadn't expected their opposition to it, but I had no idea they would so vigorously be for it. Actually it is the kind of competition they want and they envision a fourth network for education.

Proof of the success of the education stations is this: when one gets started, it never does get taken off the air, with almost no exception.

This article was written especially for The Digest by Senator Magnuson. The ideas are his.

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NAB CONFERENCES

By **VIRGINIA F. PATE**

President and
General Manager
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(WASA AM-FM)



The keynote of the NAB fall conferences has been in the description of a series of services promised for the very near future in the fields of public relations, labor relations, vocational training, engineering, and management technique. To call this proposed series of service "new" would be to give them a misnomer; in reality, they are an extension of services previously offered but with a new emphasis on practicality and a recognition of station services as a definite and continuing need. It is a down-to-earth drive to make a tangible product better by offering more attractive services to the radio and television members of NAB.

First of all, in order to give coordination and continuity to this program, the Station Services Division was created by grouping certain service departments under one operating head. NAB has long been known for providing both valuable and individualized service on labor problems, wage hour matters, financial problems, traffic, editorializing, engineering matters, and the like. An intense effort is being made now in the collection and dissemination of useful information pertinent to all these subjects in order to bring them completely up-to-date. More time is being devoted to the educational side of broadcasting with the preparation of booklets on "Careers in Radio" and "Careers in Television," to be published by the end of the year. Already three Executive training seminars have been held at Harvard University for owners and managers. Plans to hold similar seminars on various other aspects of station management are in the making.

An announcers' training manual is in preliminary stages; this is one that will enable members of NAB to train good announcers to be better and also give announcers an opportunity to train themselves. The revised wage-hour guide has just gone to press. There are plans for a technicians' training manual and still others as needs may indicate. Complete information, with pictures, on a revolutionary logging system pioneered at WMAL in Washington and now in use by some sixty stations will soon be available. Its very adaptable use for the program, sales, and billing departments holds great promise for both time and economic savings to broadcasting stations. A survey of employees made sometime ago will soon be in the hands of management. Twenty-three hundred completed questionnaires from managers on down provide a wealth of information on educational background, training, positions held, attitudes, likes and dislikes, etc.

The Engineering Department of NAB is in the process of field testing operations in a number of selected television stations. At the conclusion of the tests, based on findings, the FCC will be requested to approve an amendment authorizing remote control of television transmitters. This would provide a considerable savings for 385 television stations which, at the present time, cannot have unattended operation. Manuals on automation and stereophonic operation of FM stations, Conelrad alerting, and the latest techniques in the engineering field are contemplated.

The Public Relations Department is engaged in a never-ending effort to persuade radio and television to do a better job of informing the people of the service rendered by broadcasting. NAB proposes to provide broadcasters with hard-hitting speeches to refute charges raised and spread by competitors in other media who capitalize on this industry's occasional misfortunes. Such information could also be employed for individual on-the-air editorials. Initial steps have been taken toward preparing a Public Relations Manual for Broadcasters, one that will enable stations to become more forceful influences in their communities. Such a manual has never been published before and may be two to three years in preparation. There is a proposal to establish an annual public service clinic in Washington for 60 top staff members of national service and philanthropic groups which use radio and television to assist them.

All of this adds up to practical and intelligent information that should promote maximum efficiency with cost-saving ideas and simplified business approaches to enable each station to occupy a strong and competitive position in its community—another example of NAB's ready cognizance of broadcasting needs and constant vigilance to provide the services management wants.

Scanned from the National Association of Educational Broadcasters Records
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